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ABSTRACT

Prevocational materials for use at the seventh and/or eighth grade levels are presented in this curriculum guide. Materials cover six areas, each consisting of several instructional units planned for more than one lesson or class period. Each unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, activity sheets, suggestions, visual aids, tests, and test answers. Behavioral objectives are stated in two forms: Terminal objectives stating the subject matter to be covered in a unit of instruction, and specific objectives stating the student performance necessary to reach the terminal objective. The six areas and titles of their respective instructional units follow: (1) Hospitality: An Attitude; How, When, Where, and Why; A Job; A Future; (2) Foods: A Look at the Food Industry; Food Production; Retail Food Sales; Food in Institutions; Food Service; (3) Clothing: Careers; Fashion Merchandising; Dry Cleaning, Laundering, and Alteration; Dressmaking and Tailoring; Production; (4) Housing and Interior Design: Careers in Housing Construction and Sales; Decorating; Furnishings; Commercial Housing and Interior Design; (5) Health: Dietary Services; Careers in Technology; Health Service Professions; Other Health Service Careers; and (6) Child Care: Child Care and Baby-Sitting Careers; Workers in Child Care; The Children in Child Care Centers; Facilities in Child Care Centers. (TA)

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HOME ECONOMICS--A LOOK - A JOB - A FUTURE

A Course of Study At A Pre-Vocational
Level For 7th and/or 8th Grade

Developed by the Home Economics Department of
Oklahoma City Public Schools
Oklahoma City, Oklahoma

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USE OF THIS PUBLICATION

Instructional Units

Home Economics--A Look - A Job - A Future curriculum includes six areas. Each area consists of several units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, activity sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him determine:

A. The amount of material that can be covered in each class period.
B. The skills which must be demonstrated.
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials such as pamphlets and filmstrips that must be ordered.
D. Resource people that must be contacted.

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: Terminal Objectives stating the subject matter to be covered in a unit of instruction; Specific Objectives stating the student performance necessary to reach the terminal objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of his students and community. When a teacher adds objectives, he should remember to supply the needed information, assignment and/or activity sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a Suggested Activities Sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheets, assignment sheets and activities sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss terminal and specific objectives and information sheets; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students to accomplish the objectives.

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledges necessary to develop the skills specified in the terminal objec objective.

Students should read the information sheet before the information is discussed in class. Students may take additional notes on the information sheets.

Activity Sheets

Activity sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the activity sheets. Procedures outlined in the activity sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Activity sheets also furnish potential employers with a picture of the skills being taught and the performances he might reasonably expect from a person who has had this training.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation - (For Some Units)

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective. Test items for objectives added by the teacher should be constructed and added to the test. Progress sheets are provided for student and teacher to record acceptable performance of skills outlined in job sheets.

Test Answers

Test answers are provided for some units. These may be used by the teacher and/or student for checking student achievement of the objectives.

TABLE OF CONTENTS

Hospitality

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Foods

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Unit ll Food Production
Unit lll Retail Food Sales
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Clothing

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Unit lll Dry Cleaning, Laundering, And Alteration
Unit lV Dressmaking And Tailoring
Unit V Production

Housing and Interior Design

Unit l Careers in Housing Construction And Sales
Unit ll Decorating
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Health

Unit l Dietary Services
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Unit lll Health Service Professions
Unit lV Other Health Service Careers

Child Care

Unit l Child Care And Baby-Sitting Careers
Unit ll Workers In Child Care
Unit lll The Children In Child Care Centers
Unit lV Facilities In Child Care Centers

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - AN ATTITUDE

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify various ways that attitudes are used in hospitality situations, identify and demonstrate ways to communicate hospitality and recognize that hospitality is a social attitude of giving and receiving to meet human needs.

SPECIFIC OBJECTIVES

The student should be able to:

1. Define attitude and hospitality.
2. List six personality traits and tell what they mean.
3. Name three grooming standards that are important.
4. Demonstrate to the teachers satisfaction hospitable behavior in welcoming guests.
5. Demonstrate behavior which would contribute to the comfort of guests.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - AN ATTITUDE

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with and discuss objective sheets and information sheets.

B. Make transparencies and use during discussion.

C. Discuss and give out assignment sheets.

D. Discuss and give out activity sheets.

E. Evaluate assignment and activity sheets.

II. Student:

A. Read objective sheet.

B. Study information sheets.

C. Complete assignment sheets.

D. Complete activity sheet.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objectives

B. Information sheets

C. Assignment sheets, #1, #2, #3.

D. Activity sheet #1

E. Transparency masters
  1. TM. 1 - "Attidues For Success"
  2. TM. 2 - "Pot of Goals"
  3. TM. 3 - "Your Attitudes"

F. Evaluation

II. Additional Suggested Activities

A. With the assistance of the students, list on the board all of the places that hospitality is important. Some of the items on the list may be places, some may be activities. Ex: parties.

B. Describe a movie or T.V. show you saw recently, where hospitality was demonstrated.

C. Role play any of the following situations - you may think of others.

1. Hostess in a restaurant
2. Receptionist in an office
3. Receiving guests in your home

D. Invite an outside speaker who is in the hospitality business. Example: Someone from Hilton Inns, Holiday Inn and etc.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - AN ATTITUDE

INFORMATION SHEET

I. Terms and definitions

  A. Attitude - The way you act, feel or think that shows others what you are like.

  B. Hospitality - The cordial and generous reception and entertainment of guests or strangers socially or commercially.

  C. Host - One who receives or entertains guests socially or commercially.

II. Personality traits a hostess should have:

  A. Adaptability - adjusting easily to new situations

  B. Cooperative - working well with others

  C. Courtesy - being polite and having good manners

  D. Dependability - doing what you say you will and completing duties assigned to you.

  E. Enthusiasm - being eager to help or to take part in some activity

  F. Honesty - being truthful in all things

  G. Initative - doing things without being told

  H. Loyalty - supporting family, friends, and employer

  I. Patience - taking the time to do things right

  J. Self-control - being able to control one's temper and emotions

  K. Tact - being able to say the right thing at the right time

III. Grooming standards are important

- A. Body Cleanliness
    - 1. Bathe daily
    - 2. Hair neat and clean
    - 3. Hands and nails clean and well groomed
    - 4. Teeth clean
- B. Good Posture includes:
    - 1. Sitting posture
    - 2. Standing posture
    - 3. Walking posture
- C. Clothing
    - 1. Appropriate for job
    - 2. Neat and clean
    - 3. Shoes in good condition

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - ATTITUDE

ASSIGNMENT SHEET #1

Work in assigned groups and compile a list of seven personality traits necessary for "good" hospitality.

Be prepared to demonstrate each of these traits in a role playing situation.

1.

2.

3.

4.

5.

6.

7.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - AN ATTITUDE

ASSIGNMENT SHEET # 2

Look up the meanings of the following words as they relate to hospitality, be prepared to discuss these in class.

1. Hostess -

2. Guest -

3. Friends -

4. Entertain -

5. Etiquette -

6. Manners -

7. Cost -

8. Visit -

9. Obligations -

10. Gracious -

11. Thoughtful -

12. Friendly -

13. Pleasing -

14. Cordial -

15. Affable -

16. Warmth -

17. Sharing -

18. Atmosphere -

19. Refreshments -

20. Serve -

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - AN ATTITUDE

ASSIGNMENT SHEET #3

Look up the meaning of the following words as they relate to hospitality, be prepared to discuss these in class.

1. Considerate -
2. Kind -
3. Courtesy -
4. Cooperate -
5. Helpful -
6. Prompt -
7. Welcoming -
8. Attractive -
9. Social -
10. Party -
11. Formal -
12. Informal -
13. Casual -
14. Snack -
15. Buffet -

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT I
HOSPITALITY - AN ATTITUDE

ACTIVITY SHEET #1

Find the words in the puzzle below that relate to hospitality and circle them. You should find forty words.

A F F A B L E W E L C O M I N G
T R A N S R L A Z S O Y A H E R
M S E R V E A R A N U P N E S A
O L F O R P S M C A R A N L O C
S O C I A L R T E C T R E P A I
P G Q A W Y A H G K E T R F T O
H R V S H O S T E S S Y S U T U
E E P F R I E N D L Y R A L R S
R E F R E S H M E N T S C U A I
E T I Q U E T T E L O M O A C N
N P L E A S I N G E C I N E T V
I N T R O D U C T I O N S N I I
N I G E N I A L R A S V I T V T
F O R M A L O R B B T O D E E A
O S H A R I N G U E S T E R U T
R R C A S U A L F V I M R T T I
M E O N I C L S F E T K A A H O
A C R L C O N V E R S A T I O N
L E D P R O M P T A M A E N U T
D P I N A P G I L G C S I V G B
H T A Q S E F R I E N D S Y H R
E I L O H R S V I S I T T P T U
R O C L E A N U P E N O E L F N
M N S T R T H A N K B R A A U C
A C G P R E P A R A T I O N L H
O B L I G A T I O N S C K I N D

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT 1
HOSPITALITY - AN ATTITUDE

UNIT EVALUATION

1. Student assignment sheets #1, #2, #3.

2. Completion of Activity Sheet #1

3. Student completion of any of the suggested activities

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list how, when, and where hospitality is carried out as well as why hospitality is important. He should be able to plan to receive and entertain guests.

SPECIFIC OBJECTIVES

The student should be able to:

1. Identify how hospitality is carried out.

2. List times when hospitality can be carried out.

3. Name three places where hospitality is carried out.

4. Discuss why hospitality is important.

5. Demonstrate hospitality to a guest in his home.

6. Plan for an occasion which involves hospitality to guests.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide student with and discuss objective sheet and information sheets.

  B. Discuss and give out activity sheet #1 and assignment sheet #1.

  C. Discuss and give out assignment sheet #2 and activity sheet #2.

  D. Evaluate students.

II. Students

  A. Read objective sheet

  B. Read information sheet

  C. Complete activity sheets

  D. Complete assignment sheets

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

  A. Objectives

  B. Information sheets

  C. Activity sheets #1 and #2

  D. Assignment sheets #1 and #2

  E. Evaluation

II. Additional Suggested Activities:

  A. Have an outside speaker on etiquette and proper introduction. This can be a friend, another teacher, or a counselor.

  B. Plan an after school party of the mothers of the students, refreshments and entertainment.

  C. Plan, prepare, and serve party sandwiches and punch for a faculty meeting.

INSTRUCTIONAL MATERIALS

D. Have students describe situations where they were guests and the hospitality shown them.

E. Discuss how to show hospitality in school, at home with your family, while shopping, and etc. Define the difference in hospitality and courtesy.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

INFORMATION SHEET

I. More Terms and Definitions

A. Hospitality - also means the art of being gracious, courteous, and showing concern for another person.

B. Mobile - capable of moving about.

C. Leisure time - a time when a person may do what he wishes, a time when he is not working.

D. Recreation - a form of play, amusement, or relaxation

II. How is hospitality carried out?

A. Through food

B. Through lodging

C. Through recreation

D. Through travel

III. When is hospitality carried out?

A. During school hours

B. During work hours

C. During leisure time

D. During vacation

E. During sleeping hours

IV. Where is hospitality carried out?

A. Wherever people happen to be in our mobile society.

1. At work

2. At school

3. Shopping

4. At home

INFORMATION SHEET

5. On vacation

B. Where your friends are and they are engaged in leisure time activities.

1. At home

2. In the theater

3. At school

V. Why is hospitality important?

A. To preserve mental ability

B. To enjoy social activities

C. For physical fitness

VI. Hospitality to a guest in your home.

A. Three areas requiring preparation for a guest.

1. Food

2. Lodging

3. Entertainment (recreation)

B. Some extra expenses that may be expected when having guests.

1. Additional food may be needed

2. Different types of food may be needed

3. Special items may be needed such as napkins, desserts, and etc.

4. Transportation costs

5. Charge for outside entertainment

C. Things that need to be done when preparing for a guest.

1. Clean and straighten rooms or house

2. Fresh linens, (towels, bedding, and table linens)

3. Create a welcome atmosphere (Example: flowers, candles, and etc.)

D. Ways of showing hospitality that does not involve extra expense.

INFORMATION SHEET

1. A record "feast"
2. "Bring a dish" supper
3. Sing-a-long
4. "Do your own thing" talent show
5. Hiking party
6. Bicycle party

E. Steps in planning refreshments

1. Plan what to serve
2. Number to be served
3. Supplies on hand
4. Supplies that need to be purchased
5. Time needed for preparation
6. Type of service
7. Job assignment plan
8. Clean-up that will be necessary

F. Make guests feel welcome and enjoy themselves.

1. Greet guests pleasantly
2. Introduce guests to **anyone** they do not know such as members of your family or other guests.
3. See that your guests are comfortable at all times.
4. When guests leave, let them know how glad you are that they came.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

ASSIGNMENT #1

You are planning to have two friends spend a Friday night and all day Saturday with you. List as many things as you can think of that would need to be done before your guests arrive concerning:

1. Food -

2. Lodging -

3. Entertainment -

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

ASSIGNMENT #2

Plan a picnic in your back yard (or a nearby park) for 20 guests, boys and girls.

1. Food -

2. Entertainment -

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

ACTIVITY #1

INTRODUCTIONS

Roleplay the following situations.

1. Introduce your guest to your mother.
2. Introduce your guest to your father.
3. Introduce your guest to another guest.
4. Introduce your guest to your younger brother.
5. Introduce your guest to your grandmother.
6. Introduce your guest to your sister and her husband.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

ACTIVITY #2

Plan, prepare, and serve simple **refreshments** for an informal gathering. For example: punch and cookies. Some students play the role of the guests and a few are the host or hostess.

1. What to serve?
2. How to serve?
3. What do guests do?
4. What does host or hostess do?
5. What do you talk about?
6. How long do guests stay?
7. How do you thank host and hostess?
8. How do you tell your guests good-bye?

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT II
HOSPITALITY IN ACTION
HOW, WHEN, WHERE, AND WHY

EVALUATION

Through assignments and activities, the student should be able to demonstrate that he knows how, when, where, and why hospitality is carried out. He should demonstrate this to the teachers satisfaction.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify where you can get a job in hospitality, list some of the personal qualifications and educational requirements for entry level jobs, and name several entry level jobs in each of the four areas of hospitality.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name three places a person might get a job in lodging, five in food service, four in entertainment, and two in travel.
2. List six personal qualifications for jobs at the entry level in hospitality.
3. Describe the educational requirements for entry level jobs.
4. Discuss the job opportunities in hospitality.
5. List four entry level jobs in each of the following: lodging, food service, entertainment, and travel.
6. Name three ways of finding entry level jobs in hospitality.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

SUGGESTED ACTIVITIES

I. Instructor

  A. Provide students with and discuss objective sheet and information sheets.

  B. Discuss and give out activity sheets #1, #2, and #3.

  C. Evaluate students

II. Student

  A. Read objective sheet

  B. Study information sheet

  C. Complete activity sheets

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

  A. Objectives

  B. Information sheets

  C. Activity sheets #1, #2, and #3.

  D. Evaluation

II. Additional Suggested Activities

  A. Have a personal director or a manager who does the hiring in a hospitality establishment to discuss for the class how he conducts an interview and what he looks for in an employee.

  B. Discuss with the students what courses they could elect to take in high school that would help them in an entry level job.

  C. Make a bulletin board of people working in entry level jobs.

  D. Assign mock entry level hospitality jobs around your classroom and school building and have the students rotate through these jobs. (Examples: Hostess or host, maintenance of the room,

INSTRUCTIONAL MATERIALS

building and grounds, doorman, and etc.)

E. Have students watch a program on T.V. (pick a movie or one hour program which would be suitable) or select a film for viewing in class and have students list all of the entry level jobs in hospitality they noticed being performed.

F. Have students describe a person doing an entry level job which they thought was being performed very well.

G. Have students interview someone who is working at an entry level job, asking such questions as: 1) How did you get your job? 2) Do you like the job? 3) Do you intend to keep this job from now on, if not, why? etc. Have students report their findings back to the class.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

INFORMATION SHEET

I. Where you might get a job in Hospitality.

   A. Lodging

      1. Hotel - caters to business travelers who generally stay only a few nights.

      2. Motel - caters to people traveling by car, usually located on a highway.

      3. Resort - places where people go for a vacation.

   B. Food Service Establishments

      1. Restaurants

      2. Dining rooms

      3. Cafeterias

      4. Tea rooms

      5. Drive-Ins

      6. Snack Bars

      7. Ice Cream Shops

   C. Entertainment

      1. Clubs

      2. Parks

      3. Institutions

      4. Camps

      5. Amusement Parks

      6. Play grounds

      7. Theaters

   D. Travel

      1. In a bus terminal or on a bus

      2. In a train terminal or on a train

      3. In an airline terminal

INFORMATION SHEET

II. Personal qualifications for jobs at the entry level in hospitality.

  A. Clean, neat

  B. Willingness to work

  C. Desire to do a good job

  D. Good health

  E. Enthusiasm

  F. Energetic

  G. Like to work with people

III. Educational requirements for jobs at the entry level in hospitality.

  A. Possible to work part time while still in high school.

    1. Evenings

    2. Summers and other vacations

  B. For full-time employment usually prefers a high school diploma.

  C. If not a high school graduate, at least the ability to read and write are required.

IV. Job Opportunities

  A. Part-time or full-time

  B. Day or night

  C. Seasonal or year-round

  D. Men or Women

  E. Teen-agers or Adults

  F. Some jobs no training required

V. Entry Level Jobs

  A. In Lodging

    1. Telephone operator

    2. Bell boys

    3. Elevator operator

INFORMATION SHEET

4. Doorman
5. Hostess
6. Waiter or waitress
7. Bus boys or girls
8. Parking lot attendents
9. Maintenance personel of building and grounds
10. Maid to clean rooms

B. In Food Service Establishments

1. Hostess
2. Waiter or waitress
3. Bus boy or girl
4. Cashier
5. Car hop
6. Counter boy or girl
7. Assistant kitchen help
8. Dishwasher
9. Maintenance personel of building and grounds

C. In Entertainment

1. Parking attendent
2. Doorman
3. Checkroom attendent
4. Restroom attendent
5. Hostess
6. Recreation aid
7. Playground aid
8. Program aid
9. Ticket sellers and takers
10. Life guard

INFORMATION SHEET

11. Concession sales person
12. Arts and Crafts instructor or aid
13. A tour guide
14. Maintenance personel of building and grounds.

D. During travel

1. Porter in bus station
2. Porter in train station
3. Porter in airline terminal
4. General information desk attendent
5. Checkroom attendent
6. Restroom attendent
7. Maintenance personel of building and grounds

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

ACTIVITY #1

LOCATING A JOB

Search the newspaper wantads. Find at least three for each of the areas in hospitality on the entry level. The Sunday paper usually has more listed.

Be prepared to tell the **class** which of these jobs you might most like to have and why.

LODGING OR TRAVEL	FOOD SERVICE	**ENTERTAINMENT**
1.	1.	1.
2.	2.	2.
3.	3.	3.

My Choice Is ____

Because:

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

ACTIVITY #2

ROLEPLAY

Roleplay applying for the job of your choice in activity #1. Be sure to include all of the necessary parts of an interview. Make a list of them on this page to guide you through your interview.

Example: Social Security Number

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

ACTIVITY #3

GROUP SKITS

Divide into groups, plan and present a skit showing one of the following situations:

1. A room clerk checking in guests
2. Hostess in a restaurant
3. Usher in a theater
4. A concessionaire at a ball park
5. A playground aid at a neighborhood park
6. A guide in a large amusement park (for example: Six Flags Over Texas)
7. Parking attendent in a downtown parking garage
8. A porter in an airline terminal
9. A ticket seller at a movie
10. Arts and crafts instructor in a neighborhood park
11. A checkroom attendent in a Dining room

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT III
HOSPITALITY - A JOB

EVALUATION

Have the students to share with the class activity #1 and evaluate them on their completeness of the activity. Activities #2 and #3 can be evaluated either by the class or to the satisfaction of the teacher.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify careers in management, middle management, and skilled areas in the hospitality industry. He should be able to list reasons for choosing a career in the hospitality industry and the personal qualifications needed.

SPECIFIC OBJECTIVES

The student should be able to:

1. Discuss three reasons for choosing a career in the hospitality industry.

2. List personal qualifications that are necessary for a career in the hospitality industry.

3. Identify four careers in the professional or management classification and discuss their responsibilities.

4. Name six careers in middle management and describe their responsibilities.

5. List six careers in the skilled area and discuss their responsibilities.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with and discuss objective sheet and information sheets.
- B. Discuss and give out activity sheets #1 and #2.
- C. Give out and discuss evaluation sheet.
- D. Evaluate students work to the teachers satisfaction.

II. Student:

- A. Read objective sheet
- B. Read information sheets
- C. Complete activity sheet
- D. Complete evaluation sheet

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objectives
- B. Information sheets
- C. Suggested Bulletin Board or Transparency
- D. Activity sheet #1 and #2
- E. Evaluation

II. Additional Suggested Activities:

- A. Students interview someone who holds a managerial position in a hospitality industry and report to the class what you found out about his responsibilities and what he considers to be advantages and disadvantages of his work. Also, would he recommend the career to others and why?

INSTRUCTIONAL MATERIALS

B. Assist the students to select entry level jobs that could lead to a career. Help them build a career ladder. Discuss what courses to select in high school to best suit them for careers in the hospitality industry.

C. Role play an airplane flight with stewardess and other students being the passengers.

D. Have students observe someone working in the hospitality industry and describe what they saw.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

INFORMATION SHEET

I. Reasons for choosing a career in the hospitality industry.

  A. Fastest growing industry in the United States.

  B. Ultimate success not based entirely on education.

  C. Speed in career climb dependent on desire as well as education.

II. Areas of the hospitality industry that offer career opportunities.

  A. Lodging

  B. Food

  C. Entertainment

  D. Travel

III. Personal qualifications

  A. Willingness to work

  B. Desire to do a good job

  C. Good health

  D. Enthusiastic

  E. Energetic

  F. Loyal

  G. Genuine liking for people

  H. Ambition to get ahead

IV. Career classifications

  A. Professional or management - requires formal training plus experience.

    1. Manager

      a. Restaurant manager - coordinates and directs the work of all employees. May do hiring and training of personnel, purchases food, keep records, and make or

INFORMATION SHEET

or approve menus.

   b. Hotel and Motel manager - is supervisor and administrator of all operations of the establishment. Sees that the hotel or motel runs smoothly and that the guests are satisfied.

   c. Theater manager - is responsible for customer relations and business management. The comfort, entertainment, and safety of his customers come first.

2. Assistant manager

   a. Assistant restaurant manager - fulfills any duties assigned by the manager.

   b. Hotel and Motel assistant manager - may have to assume the managers duties during the hours the manager is not on duty.

   c. Theater assistant manager - will probably work evenings and week-ends, he usually handles publicity and some finances.

3. Director

   a. Director of Recreation - administrates program and supervises all personel directly. Evaluates and justifies programs.

   b. Director of Food Service - usually in operations with more than one kitchen and dining room - such as a group of motels and the duties involve those of a restaurant manager except on a larger scale.

4. Personnel manager - in all areas of hospitality that are large enough to have several hundred employees a personnel manager does the interviewing, hiring, and sometimes on-the-job training classes related to policy.

5. Administrative Chef- will be in charge of all of the food prepared in the kitchen.

6. Travel Agent- advises prospective travelers on their travel needs, and makes all arrangements for their trip.

B. Middle Management - requires some formal training and extensive on-the-job training.

   1. Auditor - may be employed in any area of the hospitality industry, he examines and verifies all money income and expenditures.

   2. Bookkeeper - may be employed in any area of the hospitality industry, he is responsible for keeping the books for the

establishment.

3. Chef - is **employed in the food service part of hospitality** There are different types of chefs in charge of different departments, such as: salad chef, pastry chef, and etc.

4. Caterer - prepares and serves food either in a hotel, restaurant or similar establishment, or takes the food out and serves in a home, club, park, or church. Example: a wedding reception.

5. Recreation leader - organizes, initiates, and coordinates activity programs.

6. Tour Guide - travels with tourists to assist them in a variety of ways, maintains the predetermined schedule of touring.

7. Service Superintendent - keeps the physical plant running, may be employed in any area of the hospitality industry. Is responsible for heating, plumbing, building, and etc.

8. Chief of Security - may be **employed in any area of the** hospitality and is responsible for the safety of the people, their belongings, and the establishment for which he works.

9. Executive Housekeeper - oversees the cleaning in hotels and motels, sees that guests rooms are spotlessly clean. In some hotels, they are responsible for the interior decoration of the rooms.

10. Airline Stewardess or Steward - works for airline companies and sees to the needs of the passengers on an airplane. Serves meals, takes care of children or elderly people traveling alone, and makes passengers comfortable.

11. Desk clerk - greets the guests in a hotel or motel and sees that they are registered. Makes reservations for guests by phone or in person. Relays any messages for desired services to other hotel or motel employees.

C. Skilled - requires some on-the-job training.

   1. Maid - in hotels or motels, clean guest rooms and other parts of the establishment.

   2. Bartender - attends the bar in a hotel, motel, or food service establishment and serves mixed drinks (alcoholic) to customers.

INFORMATION SHEET

3. Switchboard operator - takes all incoming calls and connects the calls with guests or takes messages. Places calls for guests on request. Usually found working in hotels, motels, and resorts.

4. Bus or train hostess - a comparatively new job, sees to the comfort of bus or train passengers. May serve meals, oversees children and elderly people traveling alone.

5. Cashier - works in a food establishment, a recreation center, place of entertainment, a hotel, resort or motel. Handles money received from the guests, sees that their bills are correct and makes change for them.

6. Travel agency clerk - answers initial phone and mail inquiries, gives general information, then refers customer to a travel adviser or consultant. Works in a Travel agency.

7. Doorman - works in a hotel or motel, makes first contact with newly arrived guests. Assists with the luggage and directs the guest to the desk clerk.

8. Ticket Taker - in recreation areas and entertainment establishments. He collects and keeps track of tickets from patrons. He deals with problems that may come up as patrons enter.

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

ACTIVITY #1

Look in the Sunday wantads section of the newspaper and find as many ads listing hospitality jobs as you can. Put them in the catagorey you feel they belong in. List the salary if it is given.

MANAGEMENT	MIDDLE MANAGEMENT	SKILLED

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

ACTIVITY #2

Role play the following situations showing both positive and negative aspects:

1. **Desk clerk in hotel or motel checking in guests.**
2. **Hostess in a restaurant seating a family.**
3. **Theater ticket taker who has customer with wrong tickets.**
4. **Recreation leader at a boys camp.**
5. **A Tour guide showing a group of tourists the Cowboy Hall of Fame.**
6. **Chief of Security checking for luggage which disappeared.**
7. **Cashier with a customer whose check is made incorrectly.**

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

EVALUATION

Select a career in hospitality you think you may be interested in and answer the following questions:

Career ______________________________

Why I think I may like this career? ________________________
____

What entry level jobs could I hold that would help me in this career? ____
____
____

Where could I get education or training for this career? _____
____
____

What courses could I take during my middle school and high school that might help me in this career? ______________________
____
____

HOSPITALITY
A LOOK - A JOB - A FUTURE
UNIT IV
HOSPITALITY - A FUTURE

EVALUATION CHECK

To the satisfaction of the teacher.

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify various careers in the Food Industry.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name and define four different areas for careers in the food industry.
2. Name three types of food production facilities.
3. Name three different types of businesses in the retail sale of food.
4. Name two types of institutions that serve food.
5. List four different types of food service establishments.
6. Match terms and definitions associated with sanitation.
7. List four personal qualifications for getting a job in the food industry.
8. Identify three sources for getting a job.

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

SUGGESTED ACTIVITIES

I. Instructor:

A. Prepare bulletin board: "Training for Food Service Careers Will Provide You ______".

B. Order filmstrips: "What Is a Job?" (SAV A778-3) and "Job Families" (SAV A778-4).

Order film: "Appointment With Tomorrow" available from Vaseco, Inc. 2301 Classen Blvd., Oklahoma City, 73106

Order film: "Where Do I Go From Here?" from Oklahoma Restaurant Association 2207 N. Broadway, Oklahoma City, 73103 Phone 524-1471. (26 min. - range of Career Opportunities in Food Service.)

The following films on sanitation are suggested: "Dinning Room Sanitation", "Sanitation: Why All The Fuss?", and "Sanitation: Rules Make Sense." Order the above films from:
Vocational and Technical Education Curriculum and Instructional Materials Center
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Order filmstrips: SVE
"Requirements For a Job" A-612-1
"Achieving Success in The World of Jobs" A-612-2

Singer Vocational Education Series may be obtained from Dr. Virginia Lamb, Central Office

Order filmstrips: "The Personal Side" - Part I
"A New Look at Home Economics"

May be obtained from Dr. Virginia Lamb, Central Office

C. Provide students with objective sheet. Show film and/or filmstrip.

D. Prepare transparencies

E. Discuss objectives

F. Provide students with information sheets

G. Discuss information sheets

H. Provide assignment sheets

I. Discuss assignment sheets before and after completion

J. Give test, grade, and discuss

II. Student:

A. Read objective sheet

B. Study information sheets

C. Complete assignment sheets

D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Information sheets

C. Assignment sheets

D. Bulletin Board idea

E. Transparency master

F. Test

G. Answers to test

II. Additional Suggested Activities:

A. Use several of the worksheets on job orientation from work-book, The Jobs You Get: Turner-Livingston Reading Series. For example: "Bowling Date", pp. 2 & 3; "Beeline", pp. 4 4 & 5; "Promise", pp. 6 & 7, et al.

B. After completing want-ad assignment sheet, student selects job he would most want to apply for. Share with class.

C. **Have students work in groups and discuss: Good Work Attitudes; Saleable Skills; Ability to Communicate; Education; Basic Personal Abilities; Ways to Achieve Success on Job; How School Can Help with Job Success. Role play situations related to the above.**

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

INFORMATION SHEET

I. Definition of areas

    A. Food production - places that prepare food for sale, like a meat packing plant or candy making plant.

    B. Retail Food Sales - stores that sell food, like groceries.

    C. Foods in Institutions - places where large numbers of meals are served to people who are staying there, as in hospitals, nursing homes, or college dormitories.

    D. Food Service - places that sell and/or serve prepared foods or meals.

II. Types of food production facilities

    A. Bakeries

    B. Candy Companies

    C. Soft Drink Bottling Companies

    D. Meat Packing Companies

    E. Frozen Food Processing Companies

    F. Vending Preparation

    G. Chicken Processing Companies

    H. Canneries

III. Types of businesses engaged in the retail sales of food

    A. Supermarket

    B. Convenience stores

    C. Discount stores

    D. Bakeries

    E. Ice Cream Parlors

    F. Delicatessens

INFORMATION SHEET

- G. Specialty foods - example: foreign foods

IV. Types of institutions that offer job possibilities in food service

- A. Hospitals
- B. Nursing homes
- C. Convalescent homes
- D. Colleges
- E. Schools
- F. Day care centers

V. Different types of food service establishments

- A. Restaurants
- B. Hotels and motels
- C. Cafeterias
- D. Drug store counters
- E. Vending operations
- F. Schools and colleges
- G. Airlines
- H. Drive-ins
- I. Coffee shops
- J. Tea rooms
- K. Taverns and cocktail lounges
- L. Catering operations
- M. Carry-out operations
- N. Snack bars

INFORMATION SHEET

VI. **Definitions of terms common to the food industry**

- A. **Sanitation - the promotion and practice to bring about general healthful conditions to prevent disease**
  - 1. **Clean - absence of dirt**
  - 2. **Personal hygiene** - the cleanliness practiced by an **individual**
  - 3. **Sanitary - absence of harmful bacteria**

VII. **Personal Qualifications** - having to do with appearance and **attitudes**

- A. **Personal appearance**
  - 1. Hair
  - 2. Hands
  - 3. Cleanliness
  - 4. Outer dress
  - 5. Shoes
  - 6. Hosiery
  - 7. Facial expression
- B. Courteous
- C. Cooperative
- D. Dependable
- E. Honest
- F. Enthusiastic

VIII. Sources helpful for finding jobs

- A. School placement services
- B. Talking to people
  - 1. Teachers and counselors
  - 2. Ministers
  - 3. Friends, relatives, and neighbors

INFORMATION SHEET

4. People employed in the type of job desired

C. Newspapers - help wanted ads

D. Employment agencies

E. Telephone directories

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

ASSIGNMENT SHEET #1 - THE WAY YOU LOOK (WOMEN)

Your appearance probably is more important to your success than you think, for your customers form their first impression of you by the way you look. Check yourself on these points.

Hair

1. Is your hair style in good taste (not extreme in style)?
2. Does your hair show evidence of frequent brushing?
3. Do you shampoo your hair at least once a week?

Hands

1. Are your hands and nails clean?
2. Are your nails of conservative length and neatly manicured?
3. Is the nail polish you use in good taste and always look fresh?

Cleanliness

1. Do you bathe at least once a day?
2. Do you use a body deodorant?
3. Do you brush your teeth at least twice a day, especially on arising and before retiring?
4. Is your face clean?
5. Is your makeup neat and in good taste?

Outer Dress

1. Is your uniform clean and pressed?
2. Are your uniforms stylish, yet appropriate for business wear?
3. Do you carry a clean handkerchief or tissue?

Shoes and Hosiery

1. Are hose without runs, snags, or pulls?
2. Do your shoes harmonize with your uniform?
3. Are your shoes clean and/or polished at all times?
4. Are the heels neat (not worn down)?

ASSIGNMENT SHEET #1 - THE WAY YOU LOOK (WOMEN)

Accessories

1. Is your jewelry conservative and in good taste?

Facial Expression

1. Is your facial expression pleasant?

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

ASSIGNMENT SHEET #2 - THE WAY YOU LOOK (MEN)

Your appearance probably is more important to your success than you think, for your customers form their first impression of you by the way you look. Check yourself on these points.

Hair

1. Is your hair neatly combed and brushed?
2. Do you wash your hair at least once a week?

Hands

1. Are your hands and nails clean?
2. Are your nails short and neatly shaped?

Cleanliness

1. Do you bathe at least once a day?
2. Do you use body deodorant?
3. Do you brush your teeth at least twice a day, especially on arising and before retiring?
4. Is your face clean?
5. Is your face freshly shaved?

Outer Dress

1. Is your uniform clean and pressed?
2. Are your clothes conservative and businesslike?
3. Do you carry a clean handkerchief?

Shoes and socks

1. Do your socks harmonize with your uniform?
2. Are your socks long enough to avoid exposing bare shins?
3. Are your business shoes polished at all times?
4. Are the heels neat (not worn down)?
5. Do your shoes fit and are they comfortable when walking and standing?

Facial Expression

1. Is your facial expression pleasant?

ASSIGNMENT SHEET 3 - EMPLOYMENT OPPORTUNITIES

From newspaper want ads, select five ads that have been placed offering jobs or employment in food industries.

	Employment Opportunities Advertised			
Food Service	Retail Food Sales	Foods in Institutions	Food Production	Manager

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

TEST

Name ______________________ Date ____________________

1. Name and define four different areas for careers in the food industry.

   a.

   b.

   c.

   d.

2. Name three types of food production facilities.

   a.

   b.

   c.

3. Name three different types of businesses engaged in the retail sale of foods.

   a.

   b.

   c.

4. Name two types of institutions that offer job possibilities in food service.

   a.

   b.

5. List four different types of food service establishments.

   a.

   b.

   c.

   d.

UNIT I

TEST

6. Match the following terms and definitions.

_______ a. the promotion and practice to bring about general healthful conditions to prevent disease

_______ b. absence of dirt

_______ c. cleanliness practiced by an individual

_______ d. absence of harmful bacteria

1. Sanitation
2. Clean
3. Sanitary
4. **Personal hygiene**

7. List four personal qualifications for obtaining a job.

a.

b.

c.

d.

8. List three sources for finding a job.

a.

b.

c.

FOODS
A LOOK - A JOB - A FUTURE
UNIT I
A LOOK AT THE FOOD INDUSTRY

ANSWERS TO TEST

1. a. Retail food sales
   b. Food service
   c. Foods in institutions
   d. Food production

2. Any three of the following:
   a. Bakeries
   b. Candy companies
   c. Soft drink bottling companies
   d. Meat packing companies
   e. Frozen food processing companies
   f. Vending preparations
   g. Chicken processing companies
   h. Canneries

3. Any three of the following:
   a. Supermarkets
   b. Convenience stores
   c. Discount stores
   d. Bakeries
   e. Ice cream parlors
   f. Specialty foods

ANSWERS TO TEST

4. Any two fo the following:
    - a. Hospitals
    - b. Nursing homes
    - c. Convalescent homes
    - d. Colleges
    - e. Schools
    - f. Day care centers

5. Any four of the following:
    - a. Restaurants
    - b. Hotels and motels
    - c. Cafeterias
    - d. Drug store counters
    - e. Vending operations
    - f. Schools and colleges
    - g. Airlines
    - h. Drive-ins
    - i. Coffee shops
    - j. Tea rooms
    - k. Taverns and cocktail lounges
    - l. Catering operations
    - m. Carry-out operations
    - n. Snack bars

6. a. 1
    - b. 2
    - c. 4
    - d. 3

ANSWERS TO TEST

7. Any four of the following:
   - a. Personal appearance
   - b. Courteous
   - c. Cooperative
   - d. Dependable
   - e. Honest
   - f. Enthusiastic

8. Any three of the following:
   - a. School placement service
   - b. Talking to people
   - c. Newspapers
   - d. Employment agencies
   - e. Telephone Directory

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify different food production facilities, and name various careers available in the production of food items.

SPECIFIC OBJECTIVES

The student should be able to:

1. List five different types of food production facilities.
2. Identify an entry level job for each of the five food production areas student listed.
3. Name two jobs that require training or experience in one area of food production.
4. List two jobs common to the food production industry that require special training or a college degree.
5. Name the approximate starting salary that can be expected for an entry level job in the food production industry.
6. Identify four qualifications that are common to all food production area jobs.

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

SUGGESTED ACTIVITIES

I. Instructor:

A. Prepare Bulletin Board: "Food Production in Oklahoma." (An outline map of the state of Oklahoma, with small blank "flags," or pennants, made from colored construction paper, and straight pins.)

B. Order film: Any of a number available would be suitable. Suggested sources: local companies, such as Wonder Bread, Coca Cola Bottling Company, or
Modern Talking Picture Service, Inc.
1411 Slocum Street
Dallas, Texas 75207

C. Provide Objective sheet

D. Discuss Objective sheet

E. Provide Information sheets

F. Discuss Information sheets

G. Provide Assignment sheet

H. Discuss Assignment sheet before and after completion

I. Evaluation - Culminating Activity: An assembly line food production

II. Students:

A. Read Objective sheet

B. Study Information sheets

C. Complete Assignment sheet

D. Complete Bulletin Board

E. Plan Assembly line activity

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objective sheet

  B. Bulletin Board idea

  C. Information sheets

  D. Assignment sheet

  E. Culminating Activity

  F. Evaluation

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

INFORMATION SHEET

I. Types of food production

- A. Candy companies
- B. Bakeries
- C. Soft drink bottling companies
- D. Meat packing plants
- E. Vending companies
- F. Dairies
- G. Coffee and spice companies

II. Different food production area and the varying entry level jobs

- A. Candy companies
  - 1. Clerks (package, box, label, stack, and ship)
  - 2. Trainees (candy maker and chocolate enrober)
- B. Bakeries
  - 1. Trainee (production and equipment upkeep)
  - 2. Helper (mixes and wraps)
- C. Soft drink bottling company
  - 1. Assembly line workers
  - 2. Truck loaders and drivers
- D. Meat packing plant
  - 1. Order clerk
  - 2. Packager
  - 3. Clean-up workers
- E. Vending operations
  - 1. Trainee (sales and deliveries)
  - 2. Mobile stock man

INFORMATION SHEET

F. Dairy
    1. Maintenance
    2. Filler
    3. Packaging and boxing
G. Coffee and spice production
    1. Loading and unloading trucks
    2. Dumping
    3. Packaging

III. Jobs that require some training and experience
  A. Candy company
    1. Cook's assistant - measures ingredients and otherwise assists cooks
    2. Chocolate enrober - dips soft candies
    3. Candy maker - cooks and spins candies
  B. Bakery
    1. Mixer - prepares bakery items under supervision
    2. Production worker - stores, replenishes, and unpans bakery items
  C. Soft drink bottling company
    1. Merchandiser - arranges displays for customers and special events
    2. Salesman - contacts customers and arranges for delivery of merchandise
  D. Meat Packing Plant
    1. Meat cutter - cuts meat according to commercial (or hotel) cuts
    2. Salesman - contacts customers and arranges for merchandise delivery

INFORMATION SHEET

E. Vending operations

    1. Supply manager - keeps records and sees that necessary supplies are on hand

    2. Salesman - contacts customers and arranges for merchandise delivery

F. Dairy

    1. Routeman - contacts customers and delivers merchandise

    2. Assistant plant manager - works with and oversees plant production

G. Coffee and spice production

    1. Salesman - contacts customers and delivers merchandise

    2. Shipping and receiving clerk - receives imports and sends them to specified areas for blending & packaging

IV. Jobs common to food production requiring special education or training

A. Production manager - supervises production of all items in the plant

B. Plant manager - (could be owner) oversees all operations of plant

C. Personnel director - interviews, hires, and keeps records on all plant employees

D. Purchasing agent (or buyer) - directs program to purchase materials, supplies, equipment, and services; keeps informed on new items and reliability of suppliers

V. Salary expectations

A. Minimum wage in 1974 in the Oklahoma City area, varies from $2.00 per hour to $3.60 per hour for entry level jobs, depending upon type of plant and item produced

B. Maximum wage in 1974 in the Oklahoma City area, "Open", could range from $10,000 for a personnel director to $20,000 or more for management persons, depending upon individual and volume of business

INFORMATION SHEET

VI. Qualifications common to food production areas.

- A. Honesty
- B. Must be able to pass physical examination
- C. High school education desirable
- D. Able to read and write
- E. Willing to learn
- F. Show ambition

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

BULLETIN BOARD IDEA

Using brightly colored yarn, or other suitable material, draw a large outline map on the bulletin board. Provide colored construction flags or pennants and straight pins. **Students will** research and provide the names of, and location of, food production facilities.

As a class activity, student will provide information as to the type of food produced and location of the facility. Student will write the name of the food on the pennant and place it on the map.

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

ASSIGNMENT SHEET

Determine type and location of food production plant in the state of Oklahoma.

Directions: By talking to parents, friends, or relatives, or by using a telephone directory, find out about several different food producing facilities that we have in our state. Write this information in the proper places.

NAME OF PLANT	TYPE OF FOOD PRODUCED	TOWN OR CITY WHERE LOCATED
Example: Coca Cola Bottling Co.	Soft Drinks	Oklahoma City
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

CULMINATING ACTIVITY

Using an assembly line, assign a specific duty to each student, where a food item is measured, prepared, packaged, and sold.

A suggested activity could be popcorn with the following duties used:

1. Get out supplies
2. Get out pans & lids
3. Measure oil
4. Measure popcorn
5. Add oil to pan
6. Add popcorn to pans
7. Cook popcorn (2)
8. Measure salt
9. Add salt to popped corn
10. Measure butter
11. Melt butter
12. Add butter
13. Stir popcorn
14. Open sacks (2)
15. Hand sacks to filler
16. Dip popcorn (2)
17. Put popcorn in bags (2)
18. Close and fold sacks (2)
19. Staple bags (2)
20. Place in trays
21. Count sacks
22. Put away supplies
23. Sales person (2-5)
24. Cashier

FOODS
A LOOK - A JOB - A FUTURE
UNIT II
FOOD PRODUCTION

EVALUATION

The ability to plan, prepare, and market a food item would serve as the evaluation for this unit.

FOODS
A LOOK - A JOB - A FUTURE
UNIT 1[illegible]
RETAIL FOOD SALES

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify various retail food establishments in his neighborhood. He should be able to recognize vocational (job) opportunities and to determine the types of training necessary.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name five different retail food establishments in his neighborhood.
2. List four kinds of entry level positions available in the retail food sales.
3. Name four positions that require training or experience in the retail food sales.
4. List two positions that require education and training above the high school level.
5. Name the approximate salary range that can be expected at entry level positions.
6. Figure the cost of various food items, compute the tax, and the amount of change from a given amount.

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAIL FOOD SALES

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet
- B. Provide students with information sheets
- C. Provide students with assignment sheet
- D. Order filmstrip: "Supermarket" SVC A612-6 (from Dr. Lamb)

  Order film: "What's In It For Me?" from Oklahoma Restaurant Association.
- E. Discuss objectives
- F. Discuss information sheets
- G. Prepare student handouts
- H. Discuss assignment sheet
- I. Give test, grade, and discuss

II. Student:

- A. Read objective sheet
- B. Study information sheets
- C. Complete assignment sheets
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objective sheet
- B. Information sheets
- C. Assignment sheets
- D. Answers to assignment sheet

INSTRUCTIONAL MATERIALS

E. Student Hand-outs

F. Test

G. Answers to test

II. Suggested Activities

A. Using supplies from the pantry, have students sack groceries, and discuss the "right" and "wrong" way to sack groceries. Role play customer carrying sacks.

B. What different sacking techniques would be used in a bakery, an ice cream parlor, or a delicatessen?

C. Before assignment sheet #1, role paly situations showing ways to conduct an interview.

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAIL FOOD SALES

INFORMATION SHEET

I. **Types of retail food establishments**

   A. **Supermarkets**

   B. **Bakeries**

   C. **Convenience stores**

   D. **Ice cream parlors**

   E. **Neighborhood grocery stores**

   F. **Delicatessens**

   G. **Filling stations - groceries**

   H. **Specialty foods - example, foreign foods**

II. **Positions in retail food establishments**

   A. **Entry level position - first job requiring no previous training or experience**

      1. Sackers - sorts and bags items purchased by customers

      2. Stocker - replenishes stocks of merchandise on shelves

      3. Sales people - assists customer in his selecting of merchandise

      4. Packager - packages bulk merchandise in customer-size quantities

   B. Positions that require some training

      1. Checker

         a. may have attended a checker's training program

         b. may have received on-the-job training while employed in an entry-level-job position - such as a sacker or stocker

INFORMATION SHEET

2. Cashier
    a. some knowledge of math would be helpful
    b. may have received on-the-job training while working as a salesperson, or in another capacity
3. Produce or Dairy manager - on-the-job training in those departments
4. Baker's helper
    a. may have received vocational training in high school or later
    b. may have received on-the-job training
5. Storeroom supervisor
    a. a knowledge of record keeping might be helpful
    b. an entry level job might have been held
6. Butcher's helper
    a. may have received vocational training in high school or later
    b. may have received on-the-job training
7. Warehouse supervisor
    a. a knowledge of record keeping might be helpful
    b. an entry level job might have been held

C. Positions in retail foods that require more education
1. Store manager
    a. may be owner
    b. supervises entire store operation
2. Purchasing Agent
    a. is familiar with equipment and goods and informed on price trends
    b. administrates and directs program to purchase materials, supplies, and equipment

INFORMATION SHEET

3. Butcher
    a. familiar with parts of animal relative to butchering
    b. may supervise and direct entire meat market
4. Bookkeeper
    a. keeps records of all transactions made by the store
    b. makes out payroll
    c. pays bills

III. Salary Expectations

A. Entry level positions
   1. Minimum - U.S. Government minimum wage
   2. Maximum - depends on individual and the volume of business

B. Positions with experience and/or education
   1. From $12,500 to "open"

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAIL FOOD SALES

ASSIGNMENT SHEET #1 - INTERVIEW

1. Talk with someone who works in a retail food store, as identified on your information sheet, and find out the following information:

   A. How long has this person worked at this job?

   B. What are his duties in this job?

   C. What does he like about his job?

   D. What does he not like about his job?

   E. Does he plan a career in retail food sales?

   F. How much money does he earn?

   G. Does he plan further education after high school in order to improve his earning potential?

   If so, what kind of education?

   H. Would he recommend this job to others?

   Why or Why not?

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAILED FOOD SALES

ASSIGNMENT SHEET #2 - MAKING CHANGE CORRECTLY

Total the cost of items, figure the tax and deduct from the amount given cashier. List the pieces of change that will be given as change.

NOTE: Tax information:
Oklahoma City sales tax

0 - .14¢ = none
15 - .44¢ = 1¢
45 - .74¢ = 2¢
75 - $1.00 = 3¢

1. Mary bought the following: gum 10¢, candy 15¢, and comic book 50¢. She gave the cashier $1.00.

2. Sue bought the following: bread 38¢, potatoes $1.29, canned vegetables 79¢, and meat $1.58. She gave the cashier $5.00.

3. Betty bought the following: Ham $4.49, frozen vegetables $1.00, margarine 47¢, bread 38¢, and milk $1.29. She gave the cashier $10.00.

5. Elsie bought the following: Roast $4.45, potatoes $1.29, canned vegetables $1.39, frozen vegetables $2.00, fresh vegetables 87¢, bread 38¢, and milk $1.29. She gave the cashier $20.00.

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAIL FOOD SALES

ANSWERS TO MAKING CHANGE CORRECTLY

1. Amount of items - 75¢
   Amount of tax - 03¢
   Change - 2 dimes and 2 pennies

2. Amount of items - $4.04
   Amount of tax - .12
   Change - 3 quarters, 1 nickel, and 4 pennies

3. Amount of items - $7.63
   Amount of tax - .23
   Change - 2 $1.00, 1 dime, and 4 pennies

4. Amount of items - $6.54
   Amount of tax - .20
   Change - 3 $1.00, 2 dimes, 1 nicbel, and 1 penny

5. Amount of items - $11.67
   Amount of tax - .35
   Change - 1 $5.00, 2 $1.00, 3 quarters, 2 dimes, and 3 pennies

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAIL FOOD SALES

TEST

1. Name five different types of retail food establishments

   a.

   b.

   c.

   d.

   e.

2. Name four kinds of entry level positions available in a retail food establishment.

   a.

   b.

   c.

   d.

3. Name four positions that require some training or experience in retail food sales.

   a.

   b.

   c.

   d.

4. List two positions that require education and training above the high school level.

   a.

   b.

5. List the approximate salary range that can be expected in entry level positions in retail foods.

   a. Minimum -

   b. Maximum -

TEST

6. Figure tax on the following purchases:

1. .65¢ =
2. .12¢ =
3. $3.56 =
4. $5.00 =
5. $7.50 =
6. .74¢ =
7. $0.85 =
8. $1.15 =
9. .89¢ =
10. $1.98 =
11. $ 7.95 =
12. $ 2.67 =
13. $20.75 =
14. $14.44 =
15. $ 6.75 =
16. $ 4.28 =
17. $ 9.99 =
18. $25.00 =
19. $22.64 =
20. $12.48 =

FOODS
A LOOK - A JOB - A FUTURE
UNIT III
RETAIL FOOD SALES

ANSWERS TO TEST

1. Any five of the following:
   - a. Supermarket
   - b. Bakery
   - c. Convenience store
   - d. Ice cream parlors
   - e. Neighborhood grocery stores
   - f. Delicatessans
   - g. Filling station - grocery combination
   - h. Specialty foods - like foreign foods
2. Any four of the following:
   - a. Sacker
   - b. Stocker
   - c. Sales people
   - d. Packager
3. Any four of the following:
   - a. Checker
   - b. Cashier
   - c. Produce manager
   - d. Dairy manager
   - e. Baker's helper
   - f. Storeroom supervisor
   - g. Butcher's helper

ANSWERS TO TEST

4. Any two of the following:

   a. Store manager

   b. Purchasing agent

   c. Butcher

   d. Bookkeeper

5. Minimum - U.S. Government Minimum Wage

   Maximum - "Open" - depending upon the individual and volume of store business

6. 1. 2¢
   2. 0
   3. 11¢
   4. 15¢
   5. 23¢
   6. 2¢
   7. 27¢
   8. 4¢
   9. 3¢
   10. 6¢
   11. 24¢
   12. 8¢
   13. 63¢
   14. 43¢
   15. 21¢
   16. 13¢
   17. 30¢
   18. 75¢
   19. 68¢
   20. 38¢

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify different institutions using food services, and name various careers available in these institutions.

The student should be able to:

1. Name three types of institutions that provide food service
2. List three kinds of entry level jobs available in food service in institutions and state a duty for each job listed
3. Name four positions that require some training or experience in food service in institutions
4. Name two positions that require college training, those on a professional level

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with Objective sheet
- B. Discuss Objective sheet
- C. Provide students with Information sheets
- D. Discuss Information sheets
- E. Order filmstrip - "The Unwanted Four" from National Restaurant Association or Dr. Virginia Lamb, Central office.
- F. Schedule Field Trip to school cafeteria.
- G. Discuss Field Trip
- H. Plan with students, Culminating Activity

II. Students:

- A. Read Objective sheet
- B. Study Information sheets
- C. Evaluation - Culminating Activity: Food preparation and service in quantity.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objective sheet
- B. Information sheets
- C. Student Hand-outs
- D. Evaluation: Quantity food preparation activity

INSTRUCTIONAL MATERIALS

II. Suggested Activities:

A. Set up and demonstrate the most sanitary method of washing dishes by hand.

B. Using food models have students set up and serve attractive tray menus. (Secure models from National Dairy Council.)

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

INFORMATION SHEET

I. Types of institutions using food service

   A. Hospitals

   B. Colleges

   C. Nursing homes

   D. Schools

   E. Retirement homes

   F. Military installations

II. Types of food service positions in institutions

   A. Entry level jobs - minimum wage

      1. Bus boy or girl - Clear tables, reset table, fill water glasses, and help keep dining room clean.

      2. Pantry worker - Receives, inspects, and stores food and cleans pantry area.

      3. Tray boy or girl - Assemble and serve food and beverage on tray, pick up, cleans and puts away tray.

      4. Line server - Dishes portions, stocks food service lines, and prepares short orders.

      5. Dishwasher - Cleans, rinses, washes, and stores dishes, cleans dishwashing area.

   B. Food service positions in institutions requiring vocational technical training or work experience in an entry level job.

      1. Cook's helper - Assists cooks and bakers by measuring, mixing, washing and chopping vegetables, and replenishes stock.

      2. Storeroom attendant - Order and distributes food and keeps running inventory

      3. Vegetable preparer - Prepares vegetables and fruits and cleans preparation area.

INFORMATION SHEET

4. Cashier - Receives payment, makes change, and sells miscellaneous items.

5. Preparation cook - Pre-prepares foodstuffs, assist cooks, takes daily food inventory, and supervises helpers.

6. Chef or Cook - Supervises kitchen, plans menu, develops recipes, and keeps records.

C. Positions requiring college training

1. Dietitian - Plans menus and directs food service program.

2. Resort or hotel manager - Supervises activities and special services, requisitions food, and inspects areas and equipment.

3. School lunch program director - Plans menus, purchases food and supplies, and supervises employees.

4. Purchasing agent - Knows specifications and prices of various foodstuffs and requisition purchases.

D. Salary Potential

1. Minimum in 1974 in the Oklahoma City area, from $.75 to $2.00.

2. Maximum for dietitians in 1974 in the Oklahoma City area, $10,000 to $20,000.

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

STUDENT HANDOUT

TECHNIQUES IN TRAY HANDLING

There are certain techniques that you can use in loading your trays that will add to both your efficiency and safety.

1. Place heavier plates in center, lighter pieces toward edges.
2. Do not place cups on saucers.
3. Do not allow hot dishes to touch cold ones.
4. Do not fill tea and coffee pots so full that liquid will leak from the spouts.
5. Turn pot spouts in and away from plates of food so that they will not spill in the food.
6. Load the tray for balance so that the items will not slip or spill. Be sure that they tray is clean.
7. Before leaving the serving section, you should check to see that:
    a. The order is correct
    b. The order is complete
    c. The food is properly cooked
    d. The right quantity has been served
    e. The order is properly garnished
    f. The order is attractively served
    g. There is no spilled food on edges of dishes
8. Lift the right way. Lift with your legs not with the muscles of your back.
9. Carry the tray shoulder high, not at waist level. This eliminates the possibility of running the tray into a seated guest. Carrying the tray in this position forces the thighs, legs, shoulders, and arms, rather than the back, to carry the weight. Also, the shoulder can be used to help carry the load if the tray is heavy.

TECHNIQUES IN TRAY HANDLING

10. Keep your hand flat against the bottom of the tray.

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

STUDENT HAND-OUT

SPECIAL HELPS

Use a one-quart cup (4 cups) for easy and accurate measuring.

Use a large roaster (16 quarts) for mixing bulky ingredients and for range-top cooking over two units of heat.

Store and toss salad greens in large plastic bags.

Use a dry, clean refrigerator hydrator to mix and store salads.

Arrange racks and check to be sure pans fit properly before preheating oven.

Set up buffet tables near kitchen door where empty and refilled dishes can be exchanged easily.

Arrange foods on tables according to kind and meal sequence.

Keep foods hot on electric plates or trays.

Serve chilled foods in bowls surrounded by crushed ice.

Garnish serving plates with parsley, watercress, other salad greens, fruits or fresh vegetable relishes.

Serve "blue plate" (filling plates in kitchen) or buffet style.

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

STUDENT HAND-OUT

PLANNING AHEAD

Choose a menu that will appeal to your guests.

Suit the menu to your equipment and available help.

Make arrangements for buying and storing ingredients.

List utensils needed for each recipe.

Mark borrowed equipment with nail polish that can be removed later.

If your are working with a group, set up committees: one each for planning and ordering food, food preparation serving and cleanup.

List arrangements that have to be done and the food that has to be prepared, then make a timetable.

Repeat each recipe for best results when doubling or tripling amounts.

Keep foods at all times under safe and healthful conditions.

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

ACTIVITY SHEET

Divide the class in groups and have each group plan and prepare a food item in a quantity to feed the entire class. (Suggested recipes are given below.)

Class should also select persons to act as dining area supervisor, table hostess, kitchen manager, and any other deemed necessary.

HAMBURGER STROGANOFF

6 pounds ground beef
6 medium onions, chopped (about 3 cups)
½ cup butter or maragarine
½ cup Gold Medal flour
1 tablespoon plus 1 teaspoon salt
4 cloves garlic, minced, or ½ teaspoon instant minced garlic
1 teaspoon pepper
3 cans (8 ounces each) mushroom stems and pieces, drained
6 can (10½ ounces each) condensed cream of chicken soup
Noodles for 24 (below)
1½ quarts dairy sour cream (6 cups)
1 cup snipped parsley

In large Dutch oven or roasting pan, cook and stir ground beef and onion in butter until meat is brown and onion is tender. Mix in flour, salt garlic, pepper, and mushrooms; cook and stir 5 minutes. Stir in soup; heat to boiling, stirring constantly. Reduce heat; simmer uncovered 10 minutes. While meat simmers, cook noodles. Stir sour cream into meat misture; heat through. Serve meat misture on noodles and sprinkle with parsley. 24 servings: (1 cup meat mixture and 2/3 cup noodles each.)

Noodles for 24: In each of 2 large pans, cook 12 ounces wide noodles as directed on package. Drain, return to pans and toss noodles in each pan with ½ cup butter or margarine. 24 servings: 2/3 cup each.

ACTIVITY SHEET

ITALIAN SPAGHETTI

6 medium onions, finely chopped
(about 3 cups)
8 cloves garlic, minced
¼ cup olive oil
4 cans (16 ounces each)
tomatoes
4 cans (15 ounces each)
tomato sauce
3 tablespoons parsley flakes
2 tablespoons sugar
1½ to 2 tablespoons salt
1 tablespoon plus 1 teaspoon
oregano
1 tablespoon plus 1 teaspoon
basil
4 pounds ground beef
32 ounces long spaghetti
1 package (8 ounces) grated
Parmesan cheese

In large Dutch oven or roasting pan, cook and stir onion and garlic in oil until onion is tender. Stir in remaining ingredients except ground beef, spaghetti and cheese. Heat to boiling, Stirring occasionally. Reduce heat; simmer uncovered 1 to 1½ hours. (Long cooking improves flavor.) In large skillet, cook and stir ground beef until brown. Drain off fat. Stir meat into sauce mixture; simmer uncovered 20 to 30 minutes- While meat mixture simmers, cook spaghetti as directed on package. Serve meat misture on hot spaghetti. Pass Parmesan cheese. 24 servings (2/3 cup meat misture each).

CHICKEN AND HAM TETRAZZINI

Inviting, satisfying, and always popular

28 ounces elbow spaghetti
(8 cups)
¼ cup salad oil
4 cans(10½ ounces each)
condensed cream of mushroom
soup
4 cans(10½ ounces each)
condensed cream of chicken
soup
3 cups milk or 2½ cups milk
pplus ½ cup sherry
2 quarts cup-up cooked chicken
(8 cups)
2 cups cubed cooked ham
1 cup chopped green pepper
2 cups halved pitted ripe
olives
2 cups grated Parmesan cheese
2 cups slivered almonds

Heat oven to 375°. Cook spaghetti as directed on package. Pour oil on spaghetti and toss. In each of 4 ungreased 2-quart casseroles, mix 1 can mushroom soup, 1 can chicken soup and 3/4 cup milk. Stir in ¼ each of the spaghetti, chicken, ham, pepper, and olives. Sprinkle ½ cup cheese on each casserole. (Casseroles can be covered and refrigerated up to 24 hours at this time.) Bake uncovered 30 to 40 minutes (40 to 50 minutes if refrigerated). Ten minutes before end of baking, sprinkle ½ cup almonds on each casserole. 24 servings: 1¼ cups each).

ACTIVITY SHEET

THREE BEAN SALAD

A year-around favorite with men

3 cans(16 ounces each) French-style green beans, drained
3 cans(16 ounces each) wax beans, drained
3 cans (16 ounces each) kidney beans, drained
1½ cups chopped green onion (about 4 bunches)
3/4 cup snipped parsley
3 tablespoons sugar
3/4 teaspoon instant minced garlic
3 bottles (8 ounces each) Italian salad dressing

In large bowl, alternate layers of 1/3 each beans, onion, and parsley. Aprinkle with sugar and garlic. Pour salad dressing on vegetables. Cover and refrigerate at least 3 hours, stirring occasionally. Drain salad. 24 servings: about 2/3 cup each.

PACIFIC LIME MOLD

3 cups boiling water
3 packages (3 ounces each) lime-flavored gelatin
1 can (29½ ounces) crushed pineapple, drained (reserve syrup)
1 cup chilled whipping cream
24 ounces creamed cottage cheese (3 cups)
½ cup mayonnaise or salad dressing
1 tablespoon horseradish
3/4 cup broken walnuts
Lettuce
Mayonnaise or salad dressing
Maraschino cherries

Pour boiling water on gelatin in large mixer bowl stirring until gelatin is dissolved. Stir in reserved pineapple syrup. Chill until slightly thickened but not set. In chilled bowl, beat whipping cream until stiff. Beat gelatin mixture until foamy. Fold pineapple, whipped cream, cottage cheese, ½ cup mayonnaise, the horseradish and walnuts into gelatin. Pour into baking pan, 13X9X2 inches. Chill until firm. Cut into 2½-inch squares; serve on lettuce and garnish with mayonnaise and cherries. 24 servings.

HOT BISCUITS

8 cups Bisquick baking mix
2 cups cold water

Heat oven to 450°. Stir ingredients to soft dough. Divide in half. Gently smooth each half into ball on floured cloth-covered board. Knead 5 times. Roll ½ inch think. Cut with floured 2-inch cutter. Bake on ungreased baking sheet 8 to 10 minutes. 36 to 40 biscuits.

ACTIVITY SHEET

MUFFINS

2¼ lbs. sifted all-purpose flour	1 cup sugar
6 tablespoons baking powder	1 cup non-fat dry milk
1½ tablespoons salt	5 beaten eggs
1½ teaspoons cream of tarter	5 cups water

Sift flour before weighing. Stir in baking powder, salt, cream of tartar, sugar, non-fat dry milk into flour and sift again.

Cut in shortening until mix is the consistency of cornmeal.

Add water and beaten eggs. Stir until flour is just moistened. Bake in greased muffin pans in hot oven 450°F about 20 minutes. Makes approximately 60 muffins.

GRAPE-LEMONADE

4 cans(6 ounces each) frozen lemonade concentrate
4 cans(6 ounces each) frozen grape juice concentrate
6 quarts water

Combine all ingredients. Makes 40 8 ounce glasses.

FOODS
A LOOK - A JOB - A FUTURE
UNIT IV
FOOD IN INSTITUTIONS

EVALUATION

The observation of the instructor of the planning, preparation, and service of food in quantity can be the students' evaluation.

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify different food service establishments and name various careers a available in food service and will have participated in an activity related to careers in the food service industry.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name six different types of food service establishments.
2. List four kinds of entry level positions available in the food service industry.
3. Name five positions that require training or experience in the food service industry.
4. Name three management positions in the food service industry.
5. State in writing a reason training in food service is important.
6. Select a special interest in a particular entry level position, and name three duties connected with the position.
7. Select, plan, prepare, and serve items for retail sale, calculating costs and demonstrating proper table service techniques.

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

SUGGESTED ACTIVITIES

I. Instructor:

A. Prepare Bulletin Board: "Career Ladders in Food Service".

B. Provide students with objective sheet.

C. Provide students with information sheets.

D. Provide students with assignment sheets.

E. Order film: "What's In It For Me?" (Order from Oklahoma Restaurant Association, 2207 North Broadway, Oklahoma City, Oklahoma 73103

Order filmstrips: "New Horizons in Food Service Careers." (Order from Oklahoma Restaurant Association, 2207 North Broadway, Oklahoma City, Oklahoma 73103

"The Freeloaders." (Check school Audio-Visual library or Dr. Lamb)

"Establishments and Equipment Sanitation." (Order from Oklahoma Restaurant Association, 2207 North Broadway, Oklahoma City, Oklahoma 73103

Order filmstrips series: "The Smart Waitress." Part I, III, and IV. (Order from Oklahoma Restaurant Association, 2207 North Broadway, Oklahoma City, Oklahoma 73103 or Dr. Lamb)

Order filmstrip: "Food Service: A Career to Consider." (Order from Dr. Virginia Lamb, Central Office or Oklahoma Restaurant Association, 2207 North Broadway, Oklahoma City, Oklahoma 73103

F. Prepare transparencies.

G. Discuss objectives sheet.

H. Discuss information sheets.

SUGGESTED ACTIVITIES

I. Discuss Assignment sheet - students visit a restaurant on their own if possible.

J. Plan with student the Culminating Activity.

II. Student:

A. Read Objective sheet.

B. Study Information sheet.

C. Complete Assignment sheet.

D. Plan Culminating Activity: Food Service Operation.

INSTRUCTIONAL MATERIALS

I. Included in the Unit:

A. Objective sheet

B. Information sheets

C. Assignments sheets

D. Bulletin Board suggestions

E. Transparency masters

F. Student Hand-outs

II. Suggested Activity:

A. Students bring pictures of on-the-job workers in food service to make a collage. Want-ads could also be included in the collage.

B. Each unit could decide on a type of eating establishment (quick service, full service, carry-out, etc.) they would like to operate. They make menus, set tables, and assign jobs. Another unit then "eats out" at the restaurant. Roles are played. Rest of class critiques the actions of both groups.

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

INFORMATION SHEETS

I. Some business establishments serving food to people away from home

   A. Restaurants

   B. Hotels and motels

   C. Cafeterias

   D. Drug store counters

   E. Vending operations

   F. Airlines

   G. Drive-ins

   H. Coffee shops

   I. Snack bars

   J. Tea rooms

   K. Taverns and cocktail lounges

   L. Catering operations

II. Types of entry level positions available in the food service positions.

   A. Bus boy or girl - Clears and sets tables, fills water glasses, and helps keep dining room clean.

   B. Waiter or waitress - Takes order, serves food and beverages, writes checks, sets up tables, and helps keep dining room clean.

   C. Host or hostess - Greets people, escorts people to table, and presents menu.

   D. Kitchen helper - Assists cooks and bakers with measuring, mixing, and preparing vegetables.

   E. Counter workers - Makes sandwiches, beverages, and short orders; keeps counters clean and supplied; serves customers, and makes change.

INFORMATION SHEETS

F. Dishwasher - Stacks and scrapes dishes, loads and operates diswhashing machine or washes dishes by hand, keeps dishwashing area clean.

III. Positions requiring training or experience

- A. Cashier - makes change and keeps records
  1. Some knowledge of math would be helpful
  2. Entry level experience as hostess may work into this
- B. Food checker - itemizes and totals customer orders
  1. Needs some training operating cash register
  2. Entry level experience as kitchen helper or counter worker
- C. Chef or cook - prepares and portions food
  1. Vocational training
  2. Kitchen helper may work into this
- D. Pastry chef - bakes bread and pastries
  1. Vocational training
  2. Baker's helper may work into this
- E. Pantry supervisor - supervises and requisitions supplies
  1. Knowledge of math would be helpful
  2. Entry level kitchen helper may work into this
- F. Food service supervisor - trains and supervises employees and coordinates dining room activities
  1. Vocational education
  2. Several entry level jobs could work into this
- G. Purchasing agent - orders, receives, and inspects food
  1. Knowledge of math necessary
  2. Vocational training past high school

INFORMATION SHEETS

IV. Management positions in food service

A. Restaurant manager - Plans menus, supervises staff, and coordinates entire operation.

B. Assistant manager - Manager trainee and takes over when manager is not present.

C. Food production manager - Responsible for recipes, ordering and all food preparation.

D. Personnel director - Interviews and hires employees, keeps employee records and handles employee meetings.

V. Reasons for training for food industry job

A. Why train?

1. Gain entry into labor market

2. Gain work experience

B. Salary potential

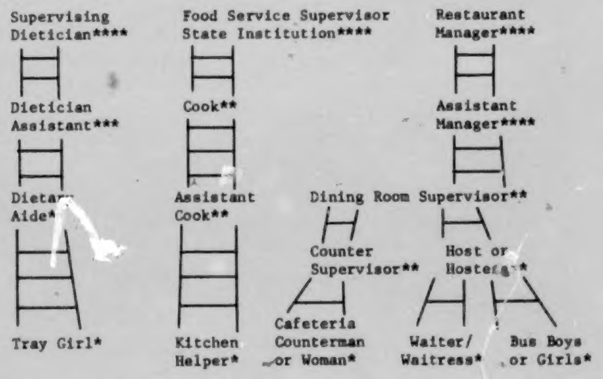
1. In 1974, in Oklahoma City area, entry level jobs pay varied from $.75 to $2.00 per hour.

2. In 1974, in Oklahoma City area, salary for jobs in the food service industry for those with some training or experience ranged from $2.10 per hour to "open" - depending on the individual and the food service establishment's volume of business.

BULLETIN BOARD

CAREER LADDERS IN FOOD SERVICE

Some Examples of Opportunities for Advancement



Supervising Dietician****

Food Service Supervisor State Institution****

Restaurant Manager****

Dietician Assistant***

Cook**

Assistant Manager****

250,000 new people
NEEDED EACH YEAR
for replacement and
to fill NEW openings

Dietary Aide**

Assistant Cook**

Dining Room Supervisor**

Counter Supervisor**

Host or Hostess*

Tray Girl*

Kitchen Helper*

Cafeteria Counterman or Woman*

Waiter/Waitress*

Bus Boys or Girls*

Key:
- * Entry jobs for beginners--Jobs for which you may qualify without special training.
- ** Jobs for persons with special training or experience.
- *** Jobs for persons with special training.
- **** Jobs for persons with extensive training and experience.

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

ASSIGNMENT SHEET #1 - RESTAURANT FIELD TRIP CHECK LIST

Name____________________

What are the responsibilities of each food service worker?

Directions: Place a check ( ) in the square under the name of the food service worker if you see him/her do this activity. Leave blank those activities you do not see.

ACTIVITY	Manager/ Boss	Hostess	Cook	Cook's Helper	Waiter/ Waitress	Bus-boy	Cleanup Person
Greets customers and leads them to tables.							
Hands menu to each customer.							
Gives directions to bus-boy/waitresses.							
Walks about, observing all activities, occasionally gives help or directions to workers. Speaks pleasantly to customers.							
Takes orders and writes them down.							
Relays orders to kitchen.							
Carries loaded food trays from kitchen.							
Serves food to customers.							
Serves beverages.							
Removes soiled dishes, wipes tables and/ or replaces soiled linens with clean.							
Resets tables for next customer.							

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

STUDENT HAND-OUT

SERVING THE CUSTOMERS

I. Materials needed

  A. Menus

  B. Order pad

  C. Pencil or pen

II Procedures

  A. Before you serve

    1. Homework

      a. Learn description of each item on menu

      b. Learn approximate time it takes to cook each item on menu

    2. Sidework

      a. Clean and fill sugar containers, salt and pepper

      b. Clean and fill syrup, catsup, and mustard containers

      c. Care for flowers and containers on tables

      d. Empty and clean all ash trays

      e. Clean counter tops with damp cloth

      f. Restock all supplies--silver, glasses, cups, and others

  B. Seating the guests at the table

  (NOTE: This is your responsibility if the cafe does not have a hostess.)

    1. General

      a. Greet guests promptly with a smile

      b. Lead guests to a table

STUDENT HAND-OUT

   c. Stand beside table till guests have been seated

      (NOTE: Help seat guests as needed.)

   d. Place menu on table in front of each guest

2. Blind people

   a. Seat blind people with dog so dog will not be noticed

   b. Never hover over blind people

   c. Always stand near enough to be helpful

   d. Always read the menu to the blind customer

   e. Never leave a blind person holding a menu

   f. Always offer to bone chicken or fish

3. People with permanent leg or arm injuries

   a. Seat as quickly and quietly as possible

   b. Be helpful

   c. Ask to assist--don't be overly eager

   d. Do not hover

      (NOTE: This might call attention to the disabled person.)

4. Seating children

   a. Always help seat children

   b. Provide high chair or junior chair if needed

   c. Provide bib or extra napkins

5. Seating guests with temporary injuries

   a. Give ample attention

   b. Offer to help

      (NOTE: Such persons may not be able to help themselves.)

STUDENT HAND-OUT

C. While guest decides on order

   1. Place glass of ice water at tip of each guest's knife

   2. Allow time for guests to decide on order

      (NOTE: Customer usually lays menu on table when ready to order; if he doesn't, watch for some other sign.)

D. Taking the order

   1. Have pad and pencil in hand

   2. Ask if guest or guests are ready to order

   3. Ask if all orders are to be on one ticket

   4. Stand near enough to hear plainly

      (NOTE: Make sure guests can hear you.)

   5. Write order clearly

   6. Indicate seating of guests on order

   7. Offer suggestions

   8. Don't rush guest

   9. Read order back to guest

   10. Ask guest if he would like his drink with the meal or before it

E. Placing the order

   1. Follow directions of employer on how to place order

   2. Speak clearly and loudly enough to be heard

   3. Place order on spindle or wheel

   4. Relay all guests' preferences to cook (i.e. "Hold the butter,"etc.

F. Serving the order

   1. Assemble the order

   2. Place crackers, relishes, custards, etc. on table first

3. Serve and remove foods from the left
    a. Salad
    b. Sandwiches
    c. Main course
    d. Desserts
4. Serve and remove drinks from the right
    a. Water
    b. Tea
    c. Coffee
    d. Cocoa
5. Serve children first
6. Serve women second
7. Handle dishes as little as possible
8. Be attentive but not annoying
9. Refill teas and coffee often
10. Suggest a dessert after meal

G. Presenting the check

1. Make sure guest has finished meal
2. Total check carefully; double check
3. Do not keep customer waiting for check
4. Lay check face down to the right of the host
5. If host is not known, place check towards center of table

    (NOTE: Follow accepted procedures of the cafe in picking up tips.)

III. Procedures to unload trays or cart in the dish room

A. Life dishes from tray

(NOTE: Do not slide or toss them from the tray to soiled-dish table.)

STUDENT HAND-OUT

B. Put silverware in proper container

C. Place glasses and cups in right racks

D. Wash tray or get a clean one before returning to dining room

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

STUDENT HAND-OUT

CLEARING THE TABLE

I. Equipment needed

A. Buscart or tray

B. Damp cloth

C. Dry cloth

D. Napkins

II. Procedures to clear and clean the table

A. Put heavy dishes and platters in center of tray first

(NOTE: Dump all excess food onto one plate. When finished, put plate on top of the stack; cover with a napkin.)

B. Balance the load with equally high stacks and weights of dishes

C. Separate silverware and file it on one side of the tray

D. Place glassware in one section; goblets with stem down

E. Avoid placing silver in glasses

F. Place dishes to be sure they will not fall

G. Be sure weight is evenly balanced

(NOTE: Do not overload the tray.)

H. Wipe top of table with damp cloth

I. Polish with dry cloth

J. Clean spilled foods from floor

K. Wipe crumbs from seats with damp cloth

(NOTE: Wipe crumbs onto napkin or plate, not on floor.)

L. Rearrange chairs to original set-up

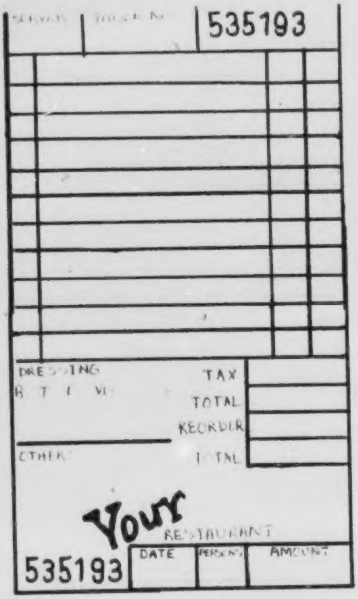
M. Carry tray to kitchen

(CAUTION: Carry tray so thay you can clearly see where you are going. Warn someone when you are passing behind him with loaded tray. Maintain good body alignment when lifting and walking with trays.)

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

ASSIGNMENT SHEET #2 - RESTAURANT SALES TICKET

Fill out the restaurant check with your make-believe luncheon order, figure the tax and total the check. Below the ticket, write the amount of tip you would leave the waitress for this check.



SERVER
TICKET NO.
535193

DRESSING
R T I V
OTHER

TAX	
TOTAL	
REORDER	
TOTAL	

Your RESTAURANT

DATE	PERSONS	AMOUNT

535193

You would leave this tip: ____________________

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

CULMINATING ACTIVITY - RESTAURANT OPERATION

SAMPLE ASSIGNMENT SHEET - HOT CHOCOLATE OR HOT TEA

I. Tools and equipment

   A. Spoons

   B. Cups and saucers

   C. Tea kettle or pan to boil water in

   D. Hot drink cups with lids

II. Supplies

   A. Chocolate powder or hot chocolate mix

      (NOTE: Hot chocolate may be made in the dry milk.)

   B. Boiling water

   C. Marshmallow

   D. Tea bags

   E. Lemon slices

III. Procedures to make hot chocolate

   A. Make sure hands are clean

   B. Put water on to boil

   C. Gather needed supplies and equipment

   D. Put ½ cup chocolate powder into cup

      (NOTE: Follow directions on the container.)

   E. Fill cup with boiling water

   F. Stir well

   G. Add marshmallows if desired

   H. Place lid on drinks to go

   I. Place cups on plates to be served

CULMINATING ACTIVITY - RESTAURANT OPERATION

IV. Procedures to make hot tea

  A. Make sure hands are clean

  B. Put water on to boil

  C. Gather needed supplies

  D. Put tea bag into cup

  E. Fill cup with boiling water

  F. Put cup on plate to be served

  G. Put slice of lemon on side of plate

  H. Put lid on drinks to go

V. Make up assignment sheets similar to this one for:

Assignment sheet #3 - Hot Dogs

Assignment sheet #4 - Cookies

Assignment sheet #5 - Kool-aid

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

CULMINATING ACTIVITY

ASSIGNMENT SHEET #6 - CALCULATE THE TOTAL COST OF FOOD AND SUPPLIES NEEDED

Directions: Calculate the cost of the total food and supply bill for the class picnic. To do this, bring the totals forward from each of the previous assignment sheets (3-5) and enter each at the appropriate place below. Then add the total cost of each food and supply to arrive at the grant total.

1. Buns ____________
2. Wieners ____________
3. Chili ____________
4. Cookies ____________
5. Kool-Aid ____________
6. Sugar ____________
7. Plates, cups, forks, and spoons ____________

FOODS
A LOOK - A JOB - A FUTURE
UNIT V
FOOD SERVICE

EVALUATION

By the students completion of Assignment sheets 1 and 2, and by the process of planning, preparing, and serving food in a food service operation.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

TERMINAL OBJECTIVE

After completing this unit, the student should be able to define careers in the clothing industry and list other areas that relate to careers in the clothing industry.

SPECIFIC OBJECTIVES

The student will be able to:

1. Define in writing five areas of clothing careers in the clothing industry.

2. List other careers which are related to careers in the clothing industry.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

SUGGESTED ACTIVITIES

I. Instructor:

  A. Order filmstrips:
  If not already used for another Home Economics class:
    (1) "A New Look at Home Economics"
    (2) "Jobs, Lots of Them" from Butterick Series

  Order filmstrips from: Dr. Virginia Lamb
  Central Office

  B. Provide students with Objective sheet

  C. Provide students with Information sheets

  D. Discuss Objectives

  E. Discuss Information sheets

  F. Provide Activity sheets

  G. Show filmstrips

  H. Provide evaluation sheet, grade, and discuss

II. Student:

  A. Read Objective sheet

  B. Study Information sheets

  C. View filmstrips

  D. Complete Assignment sheets

  E. Work on unit evaluation

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheets

  C. Assignment sheets

INSTRUCTIONAL MATERIALS

D. Evaluation sheet

E. Answer sheet

II. Additional Suggested Activities:

A. Have students write a paragraph about one of the five areas of clothing careers they would be interested in and why they think it would be interesting.

B. Have students collect pictures of people working in the clothing industry and as a class arrange a bulletin board.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

INFORMATION SHEET

I. Definitions of the five areas of clothing careers we will explore

A. Fashion Merchandising - The planning and promotion of the sale of clothing as well as the actual selling of the clothing.

B. Clothing Alteration -

1. In the apparel industry - "alteration" means reparing defects and correcting mistakes made during the production of the garment.

2. In the dry cleaning industry - the simple hand or machine repairs, such as sewing ripped seams, attaching linings that have come loose, replacing hems, replacing or sewing on buttons and trimmings.

3. In the retail store - the changing and making of adjustments of a garment in such a way that it fits the individual for whom it is purchased.

C. Dry Cleaning and Laundry -

1. Dry Cleaning - the removal of soil from garments using a fluid that restores the garment as much as possible to its original state without the garment feeling wet or damp.

2. Laundry - to wash in soap and water and to iron after washing.

D. Production - the process of creating or making garments that can be used by the consumer.

E. Dressmaking and Tailoring -

1. Dressmaking - is an art of making a garment with a definite person in mind.

2. Tailoring - is an art of making or constructing a coat, suit, or dress from start to finish with a particular individual in mind.

INFORMATION SHEET

II. Related areas to the clothing industry

- A. Drapery, slipcover making, and bedspreads.
  - 1. Drapery and bedspreads - used as an added attraction to the beauty of rooms in homes. Sewing ability as well as fabric selection necessary skills.
  - 2. Slip covers - used as a protection for upholstered furniture in a room. Sewing ability as well as fabric selection are necessary skills.
- B. Upholstery - for the purpose of making furniture beautiful as well as comfortable. Fabric selection is a necessary skill as well as some sewing ability.
- C. Accessories - may include shoes, gloves, and purses which may be used to complete an outfit, add to its appearance, or may be used as an added convenience to an individual. Knowledge of fashion trends, color, and design are desirable.
- D. Jewelry - may be an accessory used to add beauty to a costume. Knowledge of fashion trends, color, and design are desirable.
- E. Leathercraft - may consist of objects and articles made from leather such as purses, gloves, coats, belts, and shoes. Knowledge of fashion trends desirable.
- F. Shoe repair - similar to alteration in a garment except it means restoring a shoe to the extent that it is more usable or comfortable for the wearer.
- G. Linens - needed items in any household as well as industrial plants such as sheets and coverings for beds, towels, and table coverings for protection and eating. Sewing skills are necessary as well as knowledge of fashion trends.
- H. Needlecraft - articles for beauty or comfort, such as mittens, gloves, socks, caps, sweaters, and others. Sewing skills are necessary as well as knowledge of fashion trends.
- I. Costumes - apparel for certain occasions, entertainment, and beauty. Sewing skills are necessary as well as knowledge of historic fashions is useful.
- J. Modeling - an art of displaying wearing apparel on individuals to present a more vivid picture to persons interested in fashion. Knowledge of fashion trends and fashion merchandising is useful.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
CLOTHING CAREERS

ACTIVITY I

Filmstrip: A New Look at Home Economics

Review filmstrip

1. List as many careers as you can remember from the filmstrip.
2. What is the maximum educational training needed for most careers that you saw in the film.
3. What is the minimum educational training needed for most careers.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

Filmstrip: Jobs, Lots of Them

ACTIVITY II

I. What do you already know about jobs in the Fashion Industry?

Before viewing filmstrip, help students become aware of the various jobs available in the Fashion Industry.

A. List jobs in the Fashion Industry that students already know about.

B. Are any of their parents, relatives, or friends working in the Fashion Industry.

C. What types of jobs do they have? What are their job responsibilities?

II. Reactions to What's Been Seen or Said

After viewing the filmstrip, have students react the various jobs the saw.

A. What jobs did the students see that they were previously unaware of?

B. Was there a job in the filmstrip that students were particularly interested in?

C. Why were they interested?

D. What products or services of the Fashion Industry did they see in the filmstrip?

E. In what ways were the five segments of the industry interrelated?

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

ACTIVITY III

Impressions of the Filmstrip: Jobs, Lots of Them

Show this filmstrip a second time. This time stop at frames that focus on people. Ask students for their first impressions.

1. What impressions does the student get about this person?
2. What impressions does the student get about the person's job?
3. What skills might this person rely on to carry out the job?
4. What type of surroundings is this person working in? Are they in an office or factory? Is this area crowded and busy, or are they working alone?
5. Does this person have a "glamorous" job? Have students define "glamorous".

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

UNIT EVALUATION

STUDENT PARTICIPATION IN COMPLETING ASSIGNMENT SHEET #1

1. Define the following areas of clothing careers.

   a. Fashion Merchandising -

   b. Clothing Alteration -
   In the apparel industry -

   In the dry cleaning industry -

   In the retail store -

   c. Dry Cleaning and Laundry -
   Dry Cleaning -

   Laundry -

   d. Production -

   e. Dressmaking and Tailoring -
   Dressmaking -

   Tailoring -

UNIT EVALUATION

2. List the related areas to the clothing industry.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT I
CLOTHING CAREERS

CAREERS WE WILL EXPLORE

ANSWERS TO EVALUATION

1. To the satisfaction of the teacher.

2. Any of the following:

   a. drapery, slipcover making, and bedspreads

   b. upholestry

   c. accessories

   d. jewelry

   e. leathercraft

   f. shoe repair

   g. linens

   h. needlecraft

   i. costumes

   j. modeling

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT II
FASHION MERCHANDISING

TERMINAL OBJECTIVE

After completing this unit the student should be able to list in writing the processes of fashion merchandising and state the needs for fashion merchandising personnel. They should be able to define orally the duties and qualifications of the careers included in the fashion merchandising industry.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name in writing the processes of fashion merchandising.

2. List in writing the needs for fashion merchandising personnel.

3. Define orally the duties and qualifications of careers listed on the career ladder in Fashion Merchandising.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT II
FASHION MERCHANDISING

SUGGESTED ACTIVITIES

I. Instructor:

   A. Order filmstrip: "Who Needs Fashion" of the Butterick
      Series.
      Order from: Dr. Virginia Lamb
                  Central Office

   B. Provide students with Objective sheet.

   C. Provide students with Information and Assignments sheets.

   D. Discuss terminal and specific objectives.

   E. Discuss Information sheets.

   F. Provide students with Assignment and Activity sheets.

   G. Show filmstrip

   H. Provide evaluation sheet, grade, and discuss.

II. Student:

   A. Read Objective sheet.

   B. Study Information sheets.

   C. Field trip to a ready-to-wear store.

   D. Complete Assignment sheets and Activity sheet I.

   E. View filmstrip and complete Activity sheet II.

   F. Work out evaluation sheet.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

   A. Objectives

   B. Information sheets

   C. Assignment sheets

INSTRUCTIONAL MATERIALS

1. Assignment sheet #1 - and check sheet. Field trip to a retail store to observe workers in certain areas.
2. Assignment sheet #2 - Bulletin board display.
3. Assignment sheet #3 - Designing a garment.
4. Assignment sheet #4 - Plan and present a fashion show.

D. Activity sheets

1. Activity I -- Filmstrip #1: "Who Needs Fashion"
2. Activity II -- A diagnostic sheet

E. Evaluation sheet and answer sheet.

II. Additional Suggested Activities:

What Do You Already Know About The Fashion Industry?

So that students have an idea of the scope of the Fashion Industry, ask them to bring to class products which are representative of the industry.

Suggest an assortment of products such as:

a. Accessories (shoes, hats, and jewelry)

b. Commercial Patterns

c. Fabrics

d. Ready-to-wear (pants, skirts, dresses, shirts)

e. Price tickets and hang tags (from ready-to-wear garments, newspaper articles and ads)

1. Have students create a classroom display using these products.
2. Discuss with students the interdependence these products have on one another. How do both ready-to-wear and commercial patterns depend on fabrics? How do the garments displayed depend on fashion magazines?
3. All of these products represent jobs, thousands of them. Looking at each of the products in the classroom display, have students brainstorm the possible jobs that helped create these products.

INSTRUCTIONAL MATERIALS

III. References:

A. McDermott, Irene, Jean L. Norris. Opportunities in Clothing, Peoria, Illinois: Charles Mennett Company, 1968 pp. 30-36, 153-158.

B. American Home Economics Association, Career Ladders and Lattices in Home Economics and Related Areas. 1971.

C. Troxell, Mar D., Beatrice Judelle. Fashion Merchandising, New York, New York: Gregg Division/McGraw Hill Book Co., 1971.

D. Women's Wear Daily

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT II
FASHION MERCHANDISING

INFORMATION SHEET

I. Merchandising Process

- A. Buying functions
    1. Planning and evaluation merchandise
    2. Securing merchandise
    3. Promoting sales
    4. Merchandising department
    5. Supervising personnel
- B. Need for fashion merchandising personnel
    1. Independent stores
    2. Chain stores
    3. Specialty shops
    4. Variety stores
    5. Department stores
    6. Discount stores
    7. Mail order houses

II. Career ladder in Fashion Merchandising

- A. Stock girl
    1. Duties
        - a. Refolds or hangs garments on hangers.
        - b. May sew on loose and missing buttons, hooks, and loops.
        - c. May account for garments tried on by customers.
    2. Qualifications
        - a. Observant
        - b. Has initiative

INFORMATION SHEET

- c. Hand sewing ability

B. Salesperson

- 1. Duties
    - a. Display, describe and sell to individuals merchandise such as dresses, slacks, underclothing, and etc.
    - b. Emphasizes selling point of articles
        - 1. quality
        - 2. style
        - 3. utility
    - c. Receives payment or obtains credit authorization
    - d. Prepares inventory of stock for stockroom
- 2. Qualifications
    - a. Job qualifications
        - 1. Knowledge of merchandise
        - 2. Expresses self easily about sales
        - 3. Know fashion points of the merchandise assigned to sell
        - 4. Know fashion itself and how it works
        - 5. Knowledge of current fashion trends
        - 6. Knowledgeable about fitting of garments
        - 7. Able to guide customers in selecting related apparel and accessories
        - 8. Needs appreciation of fashion values
        - 9. Ability to understand and sympathize with problems of individual customers
        - 10. Familiar with merchandise being sold
    - b. Personal qualifications
        - 1. Understanding of people
        - 2. Neat attractive appearance

INFORMATION SHEET

3. Dresses appropriately, becomingly, and fashionably
4. Pleasing personality
5. Likes people
6. Pleasant voice
7. Expresses self easily about sales
8. Good health
9. Alert
10. Good sense of humor
11. Industrious
12. Good memory

C. Buyers and Assistants

  1. Duties

    a. Maintenance of records

      1. Keep sales records
      2. Keep stock records
      3. Prepare purchase reports
      4. Prepare reduction figures
      5. Prepare inventory figures
      6. Keep credit records
      7. Record outstanding orders
      8. Record merchandise transfers
      9. Record merchandise received
      10. Record merchandise on loan

    b. Maintenance of stock

      1. Arrange and coordinate stock
      2. Keep stock area organized
      3. Plan and execute stock counts

INFORMATION SHEET

4. Execute merchandise markdowns
5. Arrange for special orders
6. Handle mail orders
7. Check merchandise for soilage
8. Return merchandise to vendor
9. Check for security of stock
10. Anticipate new stock space needs
11. Supervise stock duties of others
12. Keep stock on sales floor
13. Maintain proper fill-in stock
14. Check marking of merchandise
15. Plan for hold and sold items

c. Miscellaneous Activities

1. Answer phone and act on calls
2. Handle customer complaints
3. Arrange for relief periods
4. Sell merchandise off floor
5. Transmit reactions of customers to merchandise
6. Follow up on advertised items
7. Notify salespersons about ads
8. Select merchandise for loan
9. Assist with fashion shows
10. Handles details of inventory
11. Supervise duties of clerks
12. Improve existing procedures
13. Check on delivery dates

INFORMATION SHEET

2. Qualifications
   a. Production of maximum profits requires ability to:
      1. Understand the total retail operation
      2. To analyze operating figures appropriately
      3. To make mathematical computations
      4. To make judgements based on facts at hand
      5. To organize and delegate intelligently
      6. To anticipate merchandising problems
      7. To respond to competitive pressures
      8. To control achievement of merchandising goals
   b. Prediction of consumer demands requires ability to:
      1. Perceive the nature of merchandise trends
      2. Recognize limitations of predictive techniques
      3. Select resources based on knowledge of products
      4. Utilize appropriate marketing strategies
      5. Detect changes in culture norms and value system
      6. Recognize buying habits of various market systems
      7. Interpret consumer demand and anticipate markets

D. Fashion Coordinator
   1. Duties
      a. Promotes new fashions
      b. Coordinates promotional activities (fashion shows)
   2. Qualifications -- same as for manager

E. Manager - department and manager, retail apparel
   1. Duties
      a. Merchandising departments
         1. Maintain effective presentation of merchandise

        2. Recommend actions to insure maximum sales
        3. Transmit merchandise information to others
        4. Maintain proper system and procedures
        5. Maintain proper merchandise assortments
        6. Advise with authorities on special problems
        7. Determine merchandise available for special orders
        8. Initiate price changes and merchandise counts
        9. Visit stores and review merchandise
        10. Control disposition of prior stock
    b. Supervising personnel
        1. Communicate and cooperate with management
        2. Provide strong leadership for employees
        3. Maintain dialogue with employees
        4. Assist sales persons on merchandise problems
        5. Maintain performance standards of employees
        6. Recommend recognition of high performance of employees
        7. Initiate action for improving performance of employees
        8. Provide merchandise training for others
        9. Ensure proper physical facilities for employees

F. Manager, store

1. Duties
    a. Hires, trains, and discharges employees
    b. Plans work schedules and supervises employees
    c. Prepares purchase orders
    d. Formulates price policies
    e. Coordinates sales promotions
    f. Approves advertising and display work
    g. Takes and verifies inventories

INFORMATION SHEET

        h. Handles receipts
        i. Compiles and analyzes various reports
    2. Qualifications
        a. Formal education
        b. College degree in Home Economics

III. Salaries in Fashion Merchandising

- A. Beginning salary--$1.65 per hour
- B. Maximum or top salary--varies with position, training, and experience.

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FASHION MERCHANDISING

ASSIGNMENT SHEET #1 - FIELD TRIP TO A RETAIL STORE

I. Examples of department stores

   A. John A. Brown's

   B. Sears Roebuck and Company

   C. Montgomery Ward

   D. G. E. X.

II. Departments to be visited

   A. Fabric department

   B. Ready-to-wear department

   C. Lingerie

   D. Household linens

   E. Alterations

III. What to look for when making field trip

   A. The workers

      1. Personalities

      2. Attitude toward job

      3. Attitude toward other workers

      4. Attitude toward customers

      5. Personal appearance

         a. Neat

         b. Good posture

         c. Courteous

         d. Respectful

ASSIGNMENTS SHEET #1 - FIELD TRIP TO A RETAIL STORE

B. Working conditions
  1. Department
    a. Organization
    b. Neat and Clean
    c. Convenient
  2. Facilities and equipment
    a. Has what is needed to do a good job
    b. Sufficient equipment

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FASHION MERCHANDISING

CHECK SHEET FOR ASSIGNMENT SHEET #1
FIELD TRIP TO A RETAIL STORE

Directions: Check the description which best fits what qualities that you observed on your field trip.

	Excellent	Good	Fair	Poor
I. The worker A. Personality				
B. Attitude toward job				
C. Attitude toward other workers				
D. Attitude toward customers				
E. Personal appearance 1. Neat				
2. Good posture				
3. Courteous				
4. Respectful				
II. Working Conditions A. Department 1. Organized				
2. Neat and Clean				
3. Convenient				
B. Facilities and equipment 1. Condition				
2. Sufficient				

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ASSIGNMENT SHEET #2 - BULLETIN BOARD DISPLAY

I. Use old catalogs and discarded fashion books in the classroom to select and cut out pictures of girls wearing pleasing coordinates of skirts and blouses or sweaters and dresses that are appropriate for school wear.

II. Use the selected material for a bulletin board display.

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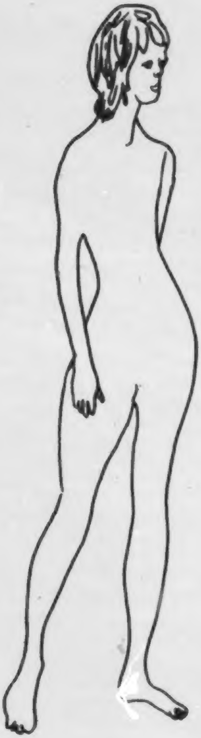
ASSIGNMENT SHEET #3 - DESIGNING A GARMENT

Use silhouette and plan and design Fashions for 1975. Make drawing and fabrics.



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ASSIGNMENT SHEET #4 - PLAN AND PRESENT A FASHION SHOW

I. Plan a fashion show to display favorite garments in your wardrobe and include your preference of accessories.

- A. Decide on a theme
- B. Set up a committee to handle the stage setting, commentary, music, stage procedures, etc.

II. Present fashion show in assembly

- A. Audience
    - 1. Sixth grade students
    - 2. Seventh grade students
    - 3. Parents and invited guests
- B. Time
    - 1. Morning and afternoon
    - 2. One class period in length

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ACTIVITY I

Filmstrip No. 1 --- "Who Needs Fashion"

Reaction to What's Been Seen and Said

After viewing the filmstrip, ask students to discuss their reactions to it.

I. What jobs did the students see that they didn't expect? Refer to the list from the brainstorm session in Activity [illegible] and add any new ones.

II. Have students discuss the importance of fashion in their lives. What impressions do they create with the clothes they wear? What impressions do they get from others based on their dress?

III. Why are clothes a necessity to the American economy?

  A. Clothes may be a luxury, but they are also a necessity; not only to the individual, but to the American economy.

  B. What were some of the talents and skills needed in the fashion industry that were presented in the filmstrip?

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ACTIVITY II

A diagnostic sheet may be added for each student to rate himself as a potential worker. His personality and ability to serve the public most.

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UNIT EVALUATION

Student participation in completing Assignment sheet #2 by:

1. Stating the process of fashion merchandising

   1.

   2.

   3.

2. Name the seven different stores we have studied in which fashion merchandising personnel is needed

   1.

   2.

   3.

   4.

   5.

   6.

   7.

3. Name the six careers on the career ladder. Select one career an list five duties and five qualifications for the career selecte

   1.
   2.
   3.
   4.
   5.
   6.

______________________ is my career choice.

Five duties

1.

2.

3.

4.

5.

UNIT EVALUATION

Five qualifications

1.
2.
3.
4.
5.

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ANSWERS TO EVALUATION

1. Process of fashion merchandising
    1. Control of stock
    2. Planning of sales - promotion events
    3. The actual exchange of the product for money

2.
    1. Independent stores
    2. Chain stores
    3. Specialty shops
    4. Variety stores
    5. Department stores
    6. Discount stores
    7. Mail-order houses

3.
    1. Stock girl
    2. Salesperson
    3. Buyer and assistant
    4. Fashion Coordinator
    5. Manager - department and manager, retail apparel
    6. Store manager

The rest of question three to the satisfaction of the teacher.

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UNIT III
DRY CLEANING, LAUNDERING, AND ALTERATION

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list the type of business and worker needed in dry cleaning, laundering, and alteration; and state the careers, their duties, and qualifications.

SPECIFIC OBJECTIVES

The student should be able to:

1. List in writing two types of businesses in each career in dry cleaning, laundering, and clothing alteration.

2. Name in writing five careers in clothing alteration, and five careers in dry cleaning and laundering.

3. Select one career in dry cleaning, laundering, or clothing alteration and list duties and qualifications of the career you selected.

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SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information sheets, job sheets, and assignment sheets.
- C. Discuss objectives.
- D. Discuss information sheets, job sheets, and assignment sheet.
- E. Provide evaluation sheet.

II. Student:

- A. Read objective sheet.
- B. Read information sheets.
- C. Complete job sheets.
- D. Complete assignment sheet.
- E. Work out evaluation sheet.

INSTRUCTIONAL MATERIAL

I. Provided in this unit:

- A. Objectives
- B. Information sheets
- C. Job sheets
- D. Assignment sheets:
  - 1. Dry Cleaning and Laundering
    - a. Assignment sheet #1 - Laundering
    - b. Assignment sheet #2 - Stain removal
  - 2. Clothing Alteration
    - a. Assignment sheet #3 - Garment Repair and Alteration

INSTRUCTIONAL MATERIALS

E. Activity sheets:

1. Laundering and dry cleaning
    a. Job sheet #1 - Practice pressing a garment.
    b. Job sheet #2 - Removing chewing gum from a garment.
2. Alteration
    a. Activity sheet #1 - Learn to use sewing machine.
    b. Activity sheet #2 - Filmstrip on "Machine, Its Care and Use."
    c. Activity sheet #3 - Practice alteration work.
    d. Activity sheet #4 - make garment from scratch.
3. Evaluation of projects and activities.

II. Additional Suggested Activities:

A. A speaker who works in the area of clothing alteration.

B. Use slides and/or filmstrip on laundering, dry **cleaning**, and clothing alteration.

III. References:

A. Oklahoma State University. Home Economics Serving Families T 1403, Family Living Topic. Distributed through County Extension Centers.

B. American Home Economics Association. Career Ladders and "Lattices in Home Economics and Related Areas." 1971 pp. 52-53.

C. McDermott, Irene E., Jeanne L. Norris. Opportunities in Clothing. Peoria, Illinois: Charles Bennett Co., 1968. pp. 39-42.

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DRY CLEANING, LAUNDERING, AND ALTERATION

INFORMATION SHEET

I. Areas in the dry cleaning and laundering industry that use workers.

   A. Dry cleaning shops

   B. Commercial laundries

   C. Institutional dry cleaning and laundering

   D. Coin laundering and dry cleaning

II. Areas of business in the clothing industry that use clothing alteration workers.

   A. Department stores

   B. Specialty shops

   C. Dry cleaning establishments

III. Careers in dry cleaning and laundering.

   A. Dry cleaning superintendent

      1. Duties

         a. Supervises and coordinates activities of workers engaged in dry cleaning and pressing wearing apparel and household articles.

         b. Confers with company officials and salesmen to plan improved methods.

         c. Determines cost levels.

      2. Qualifications

         a. May have risen through cleaning operation.

         b. May have risen through business side.

   B. Dry cleaner apprentice

      1. Duties

         a. Assist dry cleaner

INFORMATION SHEET

    b. Performs duties assigned to him by the dry cleaner.

  2. Qualifications

    a. Desire to work

    b. Cooperative

C. Dry cleaner

  1. Duties

    a. Operates machine to clean garments, draperies, and other materials that cannot be washed in water.

    b. Utilizes knowledge of processes, fabrics, and colors.

  2. Qualifications

    a. Knowledge of machinery

    b. Knowledge of textiles and chemicals

D. Alteration

  1. Duties

    a. Replacement of zippers

    b. Replacement of pockets

    c. Rebinding and mending frayed pockets

    d. Removal or replacement of shoulder pads and worn linings

    e. Reworking buttonholes

    f. Repair worn or torn places

  2. Qualification

    a. Must have initiative

    b. Must have sewing ability

INFORMATION SHEET

E. Dry cleaning attendant (coin operated)
    1. Duties
        a. Identifies spots and stains
        b. Removes stains and dirt from fabric
    2. Qualifications
        a. A knowledge of textile fibers
        b. A knowledge of chemicals gained through work experience and/or formal study

F. Laundry attendant (coin operated)
    1. Duties
        a. Assist customers when change is needed
        b. Assist customers who have problems with washers or dryers
    2. Qualifications
        a. Knowledge of machinery
        b. Knowledge of textiles and chemistry

G. Re-weaving
    1. Duties
        a. Repairing cigarette burns, worn spots, snags, or tears
        b. Replacing and interlacing worn yarns
    2. Qualifications
        a. Knowledge of textiles
        b. Sewing skills

H. Spotter, finisher, wet cleaner
    1. Duties
        a. Identifies stains in wool, synthetics, and other garments and household fabrics
        b. Applies chemical solutions on basis of type of fabric and nature of stain

INFORMATION SHEET

2. Qualification
    a. Knowledge of textile fibers
    b. Knowledge of chemicals gained through work experience and/or formal study

I. Inspector
  1. Duties
    a. Authority to return unsatisfactory work for redoing
    b. Authority to approve garment for delivery to customer
  2. Qualifications
    a. Must know technical side
    b. Must have talent for human relations

J. Manager, sales
  1. Duties
    a. Manages sales functions
    b. Supervises and coordinates activities
    c. Receiving clerk and alses driver
    d. Makes estimates on proposed work, such as clean cleaning draperies, rugs, and furniture
    e. Adjusts customers' complaints
  2. Qualifications
    a. May have risen through cleaning operation
    b. May have risen through business side

K. Director of customer relations
  1. Duties
    a. Handles or arranges for handling of customer complaints
    b. Assesses difficult cleaning problems
    c. Keeps informed on new textile products and pos-

sible cleaning problems

d. Arranges special services

e. Fur storage

f. Dyeing

2. Qualifications

a. Must know technical side

b. Must have talent for human relations

IV. Careers in clothing alteration

A. Stock girl

1. Duties

a. Refolds garments, or places them on hangers

b. May sew on missing or loose buttons, hooks, and loops

c. May account for garments tried on by customers

2. Qualifications

a. Must be observant

b. Have initiative

c. Hand sewing ability

d. Age - sixteen to sixty-five

B. Garment fitters - Men and Women

1. Duties

a. Fits men's ready-to-wear garments on customers

b. Fits women's ready-to-wear garments on customers

2. Qualifications

a. Requires experience or training in fitting

b. Requires knowledge of garment construction

INFORMATION SHEET

C. Seamstress, women's garment alteration
    1. Duties
        a. Makes alteration
            1. According to pattern
            2. To meet customer needs
        b. Repairs garments
            1. Hems
            2. Ripped seams
            3. Sew on buttons
    2. Qualifications
        a. Experience in fitting
        b. Highly skilled in garment construction
        c. May have come up through business, industry, or home sewing

D. Alteration tailor, tailor apprentice alteration
    1. Duties
        a. Alters clothing to fit individual customers
        b. Repairs defective garments
        c. Follows fitters marks on garments
    2. Qualification
        a. Highly skilled and knowledgeable tailoring techniques
        b. May have come up through business or industrial experience or formal education

E. Alteration specialist
    1. Duties
        a. Supervises staff or seamstresses
        b. Handles personal matters
        c. Confers with buyers or department heads on consumer complaints

INFORMATION SHEET

2. Qualification
    a. Formal education and/or work experience in field
    b. Ability to communicate with people
    c. Able to get along with employees and superiors
3. Salaries
    a. Vary in departments
    b. Beginning salaries $1.60 per hour
    c. Maximum salary - dependant on qualifications and ability

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ASSIGNMENT SHEET #1

Make a Scrapbook About Laundry

I. Scrapbook requirements

  A. Purchase or make a cover

  B. Cover could be a folder in which sheets of lineless paper may be fastened

  C. Scrapbook should be made as neatly as possible and attractive

  D. Scrapbook should be well organized and informative

II. Make a scrapbook of pictures and printed information

  A. Scraps of material with various fiber content

    1. Blended textiles

    2. Bonded material

    3. Natural fiber content 100%

    4. Man-made fiber content 100%

  B. Include printed or written information about how these materials should be cared for

  C. Collect labels that are considered informative

    1. Include garment fiber content

    2. Tells how garment is to be cleaned or laundered.

  D. Include information about stain removal

    1. Fiber content

    2. Stain

    3. Explanation of how to remove stain

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ASSIGNMENT SHEET #2

Refer to the chart to find the procedure or instructions for removing the following stains and others that you may choose to add:

1. Blood
2. Candle wax
3. Chocolate or Cocoa
4. Coffee or tea
5. Fruit or berries
6. Glue
7. Grass
8. Grease
9. Ice cream
10. Ink
11. Iron rust
12. Lipstick
13. Mildew
14. Milk and cream
15. Mud
16. Paint
17. Water emulsion paints, spray paints
18. Perspiration

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SPOT AND STAIN REMOVAL

Chart to be used with Assignment Sheet #2.

Washable Fabrics	Dry-cleanable Fabrics
Blood Soak in lukewarm water and detergent. If yellow stain remains, apply laundry bleach.	Treat with cold water to which table salt has been added (1 ounce per quart of water). Salt helps prevent color bleeding. Rinse and blot with towel.
Candle Wax Remove surface wax with dull knife. Place towel under stain, wet thoroughly several times with cleaning fluid. Dry and launder in heavy suds. Use laundry bleach if color of candle remains.	Remove surface wax with dull knife. Sponge with cleaning fluid.
Chewing Gum Remove gum from surface with dull knife. Soak affected areas in cleaning fluid.	Same as for washable fabrics.
Chocolate or Coffee Rinse in lukewarm water. If brown stain remains, apply laundry bleach.	If color-fast, sponge with lukewarm water.
Deodorants Cream, stick, or spray variety: Wash in solution of detergent and warm water.	Sponge with dry-cleaning solvent.
Fruit and Berry Wash in detergent. Apply white vinegar. Rinse thoroughly. If stain remains, use laundry bleach.	Apply liquid detergent to affected areas. Rinse locally.

*Textile Handbook, Third Edition, revised, 1966 American Home Economics Assoc.

Washable Fabrics	Dry-cleanable Fabrics
Home Permanents Wash immediately in solution of detergent and hot water (chemicals bleach dyes in fabric). Rinse.	Take to dry-cleaner. Identify stain.
Ink Pour water through stained area; repeat if bleeding of ink continues. If stain does not bleed, dry the treated area and then wet with water. Apply detergent and white vinegar. Rinse. A patented rust remover is also useful on ink stains and may be tried either alone or in combination with above treatment. Rinse thoroughly. Apply household ammonia. Rinse. Bleach remaining traces with laundry bleach.	Take to dry-cleaner.
Ball-Point Pen Ink Place blotter under fabric. Drip home dry-cleaning solvent through spot. Soak in solution of detergent and warm water. Rinse in cold water. Use mild bleach, but test fabric first.	Take to dry-cleaner and inform him that the ink stain is of the ball-point ink variety.
Lipstick Turn garment inside out and place stained area over absorbent towel. Pour cleaning fluid slowly through stained area until bleeding stops. Dry. Launder in hot, soapy water.	Same as for washable fabric. Apply cleaning fluid treatment only.
Lipstick and Rouge, Permanent Type Soften spot with undiluted liquid detergent. Wash in solution of detergent and warm water.	Take to dry-cleaner. Identify stain.
Liquid Shoe Polish Wash in solution of detergent and warm water, sponge with denatured alcohol solution or sprinkle sodium perborate bleach powder on moistened stain to bleach.	Take to dry-cleaner. Identify stain.

Washable Fabrics	Dry-cleanable Fabrics
Mercurochrome, Merthiolate, Metaphen	
Launder in detergent solution. Apply household ammonia. Rinse. Repeat if stain does not come out. Bleach any remaining traces.	Take to dry-cleaner.
Mildew	
Launder and use chlorine bleach if color and fabric permit. Rinse thoroughly.	Take to dry-cleaner.
Milk, Cream, and Ice Cream	
Soak in lukewarm water and detergent. Rinse and launder in usual manner.	Sponge with cleaning fluid. If stain remains, sponge lightly with water if color is fast.
Mud	
Allow to dry. Brush lightly, using stiff bristle brush; launder.	Dry and brush.
Makeup, Liquid	
Wash in thick solution of detergent and hot water, then rinse in suitable bleach water.	Sponge with dry-cleaning solvent.
Makeup, Pancake	
Sponge with home dry-cleaning solvent. Wash in solution of detergent and warm water and rinse.	Sponge with dry-cleaning solvent.
Paint	
Sponge with cleaning fluid as soon as possible.	Same as for washable fabric.
Water Emulsion Paints, Spray Paints	
Wash in solution of detergent and warm water while paint is wet or sponge cold-water paint with water. If paint is dry, soften with Vaseline, soak in equal parts of ammonia, water, and turpentine, then rinse in turpentine and wash in solution of detergent and warm water. In all cases, test fabric first. Hardened paint is almost impossible to remove.	Take to dry-cleaner. Identify stain.

Perspiration Launder.	Sponge with water, if possible.
Perfume or Cologne Wash immediately in solution of detergent and hot water-don't let stain age. Bleach with sodium perborate or suitable commercial bleach.	Take to dry-cleaner. Identify stain.
Perfume, Solid Stretch fabric over bowl. Drop warm alcohol from eye dropper over spot. Rinse. Wash out in solution of detergent and warm water. Do not use alcohol on acetate as it will affect dye and dissolve fabric.	Take to dry-cleaner. Identify stain.
Plastic Glues and Lacquers Check labels to determine base. **Nitrocellulose base:** wash in solution of detergent and hot water; apply banana oil, then dry-cleaning solvent. **Resin base:** wash in solution of detergent and hot water, then acetone (test fabrics first), then use dry-cleaning solvent.	Take to dry-cleaner. Identify stain.
Rust Apply patented rust remover as manufacturer directs.	Same as for washable fabrics.
Sun-Tan Lotions Sponge with dry-cleaning solvent. Wash in solution of detergent and warm water with vinegar added (approx. ½ cup to one gallon). For lotions containing tannic acid; drop warm glycerine from eye dropper and let stand on fabric for one or two hours. Rinse.	Take to dry-cleaner. Identify stain.
Tea Rinse in lukewarm water. If brown stain remains, use laundry bleach.	Sponge with water, if possible.
Water Spots Launder.	Wipe very lightly with damp cloth.

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ASSIGNMENT SHEET #3

1. Check clothing in personal wardrobe and make a list of all the things that need repair.

2. Select from the list a garment they need to repair the most. Or the one they prefer to repair.

3. Make a plan to repair this garment.

4. Follow the plan or procedure for making the repair.

SUGGESTED REPAIRS

1. Replace hem
2. Shorten or lengthen garment
3. Sew on buttons or fasteners
4. Replace zippers
5. Alter fit by taking in or letting out garment
6. Patch or darn torn or worn places
7. Make shorts out of jeans

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JOB SHEET #1

Practice pressing a pair of pants, a skirt, a blouse, or shirt.

I. Demonstrate before tha class the pressing of a pair of pants.

  A. Equipment needed:

    1. Ironing board

    2. Steam iron

    3. Pressing cloth

  B. Steps in pressing pants:

    1. Assemble equipment

    2. Heat iron

    3. Steam press on wrong side

    4. Turn right side outward and touch up pants from outside using steam iron and press cloth

    5. Press creases in pants

II. List the steps for pressing pants on the chalkboard in order for the other students to follow each step of demonstration.

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JOB SHEET #2

REMOVING CHEWING GUM FROM A GARMENT

I. Demonstrate removing chewing gum from a garment by one of the following methods:

- A. Method one:
  - 1. Equipment needed
    - a. A dry cloth or towel
    - b. A piece of ice
  - 2. Procedure
    - a. Lay garment, which has the chewing gum on it, on a dry piece of cloth or towel
    - b. Rub ice on chewing gum until it becomes hard or stiff
    - c. Apply ice as needed until all gum has been removed.
- B. Method two:
  - 1. Put garment which has the chewing gum on it, into the eezing compartment of the refrigerator.
  - 2. Allow garment to remain until chewing gum becomes hard.
  - 3. Pull chewing gum from garment until it all has been removed.

II. Write all information on the chalkboard or pass out printed sheets with information about the demonstration so that students can follow the procedure.

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ACTIVITY SHEET I

LEARN TO USE SEWING MACHINES

I. Study machine parts and their function.

II. Practice operating machine unthreaded following lines on paper in order to gain experience in machine control.

III. Practice threading machine and winding the bobin.

IV. Practice operating threaded machine following seam lines traced on fabric.

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ACTIVITY SHEET II

FILMSTRIP ON THE SEWING MACHINE, ITS CARE AND USE

1. View filmstrips.

2. Discuss the parts and their functions.

3. Discuss its care and use.

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ACTIVITY SHEET III

PRACTICE ALTERATION WORK

I. Bring an old garment to class

  A. Work in pairs, each girl trying on the garment she brought.

  B. Fit each other.

    1. Examples of possible alterations

      a. Needs to be lengthened

      b. Needs to be shortened

      c. Waistline too tight

      d. Waistline too loose

      e. Sleeves too short for long sleeves and should be made short

      f. Sleeves too long and should be shortened

    2. Decide on alteration most needed

    3. Decide on alteration you would prefer to make in class

    4. Make at least one alteration in class or at least pin where alteration should be made

II. Make a note of other alterations which would improve fit of garment.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT III
DRY CLEANING, LAUNDERING, AND ALTERATION

ACTIVITY SHEET IV

MAKING A GARMENT FROM SCRATCH

Suggested projects:

1. Aprons
2. Pot holders
3. Pillow cases
4. Pillows
5. Head scarfs
6. Simple skirt with elastic: top
7. Use legs cut from jeans to make halter top

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT III
DRY CLEANING, LAUNDERING, AND ALTERATION

EVALUATION

I. Observation of student activities.

   A. Practice pressing a garment

   B. Removing chewing gum from a garment

   C. Practice and sewing machine operation

   D. Discussion of slide on the sewing machine, its operation and use

   E. Work on projects being constructed

II. Evaluation of completed projects.

   A. Alteration projects

   B. New garments are garments made from scratch.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

TERMINAL OBJECTIVE

After completion of the unit, the student should be able to list the places workers are needed in dressmaking and tailoring, state the careers, their duties, qualification, and salary range.

SPECIFIC OBJECTIVES

The student should be able to:

1. Make a list in writing the need for working in dressmaking and tailoring.

2. List the careers in dressmaking and tailoring.

3. Choose one career in dressmaking and one career in tailoring, and list the duties, qualifications and the salary range of each one.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information sheets.
- C. Discuss terminal and specific objectives.
- D. Provide assignment and activity sheets.
- E. Provide evaluation sheets.

II. Student:

- A. Read objectives
- B. Study information sheets
- C. Work out assignments and do activities.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objectives
- B. Information sheets
- C. Assignment sheet
- D. Activity sheet
- E. Evaluation
- F. Answers to evaluation sheet

II. Additional Suggested Activities:

- A. Bring a garment, a dress or blouse, to class and discuss with students the parts of the garment; example: front, back, collar, sleeve, and etc. Discuss the assembly line process of making a garment and then have the students list in order the different types of assembly stations it would require to construct the garment.

INSTRUCTIONAL MATERIALS

B. If possible, secure an old tailored coat or suit jacket and take it apart explaining the different inside construction required for garment and what each does.

C. Invite a local dressmaker to the class to discuss her profession and possibly demonstrate a technique she believes to be time saving an acceptable technique - example: putting hems in by machine.

III. References:

A. American Home Economics Association. Career Ladders and Lattices in Home Economics and Related Areas. 1971.

B. McDermott, Irene E., Jeanne L. Norris. Opportunities in Clothing. Peoria, Illinois; Charles A. Bennett Co., 1968. pp. 39-43.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

INFORMATION SHEET

I. The need for workers in dressmaking and tailoring.
  - A. Department stores
  - B. Dry cleaning establishments
  - C. Private business

II. Careers in dressmaking and tailoring.
  - A. Dressmaker's assistant
    - 1. Duties
      - a. Help with lay out
      - b. May cut out garment
      - c. Make tailor tacks or other markings on cut garments
      - d. Assist with assembling and fitting garments
    - 2. Qualifications
      - a. Some experience in sewing
      - b. Some knowledge of sewing
      - c. Some knowledge of fabrics
      - d. Some knowledge of fitting
  - B. Dressmakers
    - 1. Duties
      - a. Make women's garments such as dresses, coats, suits
      - b. Discusses with customer type of material, pattern or styles to be used
      - c. May draft patterns
      - d. May make garment according to picture furnished by customer
      - e. They may alter old garments or make clothes

INFORMATION SHEET

2. Qualification

   a. Skill in garment construction, pattern, and style selection

   b. Ability to alter and draft patterns

   c. An understanding of design is essential as well as the ability to change a design, or picture, or perhaps just someone's ideas into a finished garment.

   d. A knowledge of fabrics is also essential

3. Salaries

   a. The amount of money earned in dressmaking varies considerable, depending upon the amount of time the person devotes to working, and the type of work done.

   b. Individuals set their own prices, so much per type of garment.

   c. The amount that can be earned making a simple dress may be under $25.00 and a lined wool dress $35.00 and up.

   d. Those people with a flair for design who specialize in luxury quality women's clothing - dresses, suits, and coats command top prices and find the work quite profitable.

   e. The above information also apply to men tailors.

C. Tailoring

1. Duties

   a. Designs and makes garments such as suits, topcoats, overcoats, and other dress clothing, applying principles of construction and styling.

   b. May supervise other workers in tailoring shops.

2. Qualification

   a. Skills in tailoring

   b. Skills in styling and fitting

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

ASSIGNMENT SHEET #1

I. Collect sample of materials (work in group of fours). Discuss the type, color, and quality of the samples, the durability, and type of care required for the various samples.

II. List the types of dress, blouse, slacks, or suit that may be made from the samples.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

ACTIVITY #1

TAILORING

I. Student - make a design of a tailored garment for all occasions. May trace from a pattern book. Explain: Why you believe it an all-occasion suit.

DRESSMAKING

II. Girls work in two's - one measure the other - list measurements (necessary before buying patterns or considering the buying of patterns or considering the color, type, and design of materials.)

III. Choose from an old pattern book or magazine a dress that would suit your figure. From samples provided by the teacher, choose a fabric and color for your garment. Mount these on a shelf of paper listing the pattern size you would require.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

UNIT EVALUATION

Students participate in completing Evaluation.

1. List the places where people are needed in dressmaking and tailoring

   a.

   b.

   c.

2. Name the three careers in dressmaking and tailoring that we have studied.

   a.

   b.

   c.

3. Select one career in dressmaking and tailoring and list two duties and two qualifications of the career selected.

   ______________________________career selected

   Duties

   a.

   b.

   Qualifications

   a.

   b.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT IV
DRESSMAKING AND TAILORING

ANSWERS TO EVALUATION

1. a. Department stores

   b. Dry cleaning establishments

   c. Private business

2. a. Dressmaker's assistant

   b. Dressmakers

   c. Tailoring

3. Refer to information sheets

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list the type of workers needed in the production industry, state the careers, their duties, qualifications, and salary range.

SPECIFIC OBJECTIVES

The student should be able to:

1. List in writing four types of workers in the production industry.

2. Name the careers in the production industry.

3. Choose one career in production, and list the duties, qualifications, and salary range of the career selected.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

SUGGESTED ACTIVITIES

I. Instructor:

  A. Order filmstrip: "Careers in Manufacturing" Butterick Series.
     Order from Dr. Virginia Lamb, Central Office

  B. Provide students with objective sheet.

  C. Provide students with information sheets.

  D. Discuss terminal and specific objectives.

  E. Provide activity sheet #1. Show filmstrip, "Careers in Manufacturing" #4.

  F. Decide with students a creative activity.

  G. Evaluation, grade, and discuss.

II. Student:

  A. Read objective sheet

  B. Study information sheets

  C. Complete activity #1

  D. Take part in a creative activity

  E. Work out evaluation

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

  A. Objectives

  B. Information sheets

  C. Activity sheet #1

  D. Creative activities sheet #2

  E. Job sheet #1 A small pillow

INSTRUCTIONAL MATERIALS

F. Pillow pattern

G. Evaluation

G. Answers to evaluation

II. References:

A. McDermott, Irene E., Jeanne L. Norris. *Opportunities in Clothing*. Peoria, Illinois; Charles Bennett Co., 1968. pp. 180, 252-257.

B. Trovell, Mary D., Judelle, Beatrice. *Fashion Merchandising*. New York. Gregg Division/McGraw Hill Book Company, 1971. p. 353.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

INFORMATION SHEET

I. Definition of terms:

   A. Production - the process of creating or making goods that can be used by the consumer.

   B. Assembly line worker - an individual employed in a factory for the purpose of performing a designated job in order to aid in the production of a product.

   C. Designed - an individual who specializes in creating a form by arranging lines, texture, and color in such a manner that a view or picture is present which may be developed into a plan that can be used for production of a particular product, article, or a kind of apparel.

II. Areas in the clothing production industry that use workers.

   A. Uniform factories

   B. Hosiery factories

   C. Lingerie factories

   D. Costume production

   E. Other apparel

III. Careers in clothing production

   A. Assembly line workers

      1. Duties

         a. A special responsibility toward the production of a complete piece of apparel.

         b. To meet a certain quota of output in order to keep production at its maximum.

      2. Qualifications:

         a. A general education, not necessarily a high school or college graduate.

         b. An interest in producting the maximum or above.

INFORMATION SHEET

        c. A determination to stick with the job.
        d. Workers receive on-the-job training.
        e. Finger dexterity and coordination.
        f. Keen sense of touch and good eye.
        g. Good judgment.
        h. Clean and neat.
        i. Ability to work at a steady, fast pace.
        j. Ability to do routine work.
        k. Between the ages of 16 and 65.
    3. Salaries
        a. Worker paid according to production on a piece of work rate.
        b. Earnings vary according to location, cost of living and type of garment.
        c. In Oklahoma City area
            1.) Paid by the hour
            2.) Range $1.65 - 1.85 per hour with 100% efficiency up to $4.50 per hour.
            3.) Average $2.40 per hour.
B. Designers
    1. Duties
        a. To make sketches of garments to be made.
        b. To work out details for garments to be made.
    2. Qualifications
        a. Some knowledge of art (drawing)
        b. Some knowledge of clothing construction
C. Buyer (fabrics and etc.)
    1. Duties
        a. To select materials for clothing to made.

  - b. To actually make purchases of needed materials and extras.

- 2. Qualifications
  - a. Must have a knowledge of textiles
  - b. Must have buying experience and training.

D. Sales Manager

- 1. Duties
  - a. Call upon retail stores
  - b. May address retail salespeople, if invited to do so, or even to take part in forums and clinics for consumers.
- 2. Other personnel serving in this capacity.
  - a. Showroom sales are sometimes handled by a junior salesman who is awaiting the opportunity to cover a territory of his own.
  - b. Sometimes a showroom girl is hired for this position.
    - 1.) Greets customers
    - 2.) Understand their requirements and desires
    - 3.) Show the merchandise line
    - 4.) Help them to place orders
- 3. Qualifications:
  - a. Good appearance is especially important for showroom girl because she sometimes has to substitute for model.
  - b. An understanding of retail merchandising, promotion and fashion coordination is extremely helpful in all sales jobs in apparel field.
  - c. When selling to retailer it is important to understand his needs, his problems, his method of operation, and what stage of fashion cycle is of major interest to his customers.

INFORMATION SHEET

E. Training Director or Supervisor

  1. Duties

    a. Trains workers

    b. Supervises workers in particular area

  2. Qualifications

    a. Has experience in all areas of work in production

    b. Has leadership ability

    c. Is well groomed, neat, and patient

  3. Salary - $2.50 per hour up, **depending** on ability and responsibility.

F. Factory manager

  1. Duties

    a. Head employee in production

    b. Responsible for hiring and firing of employees

    c. Pleasing personality, well groomed, and patient

  2. Qualifications

    a. A bachelor degree in technical engineering

    b. Informed in guidance and counseling

  3. Salary - highest paid employee, depends on experience and responsibilities.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

ACTIVITY I

Filmstrip: Careers in Manufacturing #4

I. What Do You Already Know About Production in the Fashion Industry?

Before viewing filmstrip, help students become aware of jobs they already know.

A. Ask students to define "production". What goods have to be produced or manufactured.

B. Have they been to a plant to see something being produced? What jobs were available? What skills were needed?

C. What skills have you used as you made an outfit? List these tasks - cutting, marking, sewing, hemming. Could these "tasks" be considered a type of job?

II. Reactions to What's Been Seen or Said.

A. After viewing the filmstrip, ask students to take a close look at the jobs and individuals seen in the film.

B. What careers were shown in the filmstrip? Which one most appealed to you and why?

C. Cite examples of how team work affects production.

D. What additional aspects of careers were apparent in the filmstrip?

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

CREATIVE ACTIVITIES SHEET #2

1. Set up an assembly line in the classroom to make small accessories, for example a small pillow, a kleenex holder, small apron, triangle scarf, or place mat. Job sheet #1 is an example of the type of job sheet that should be made up for the students.

2. Invite people to class who are employed in various areas of production to discuss the advantages and disadvantages of their jobs.

3. Show a slide presentation of the different jobs in a manufacturing plant.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

JOB SHEET #1 -- A SMALL PILLOW

I. Equipment:

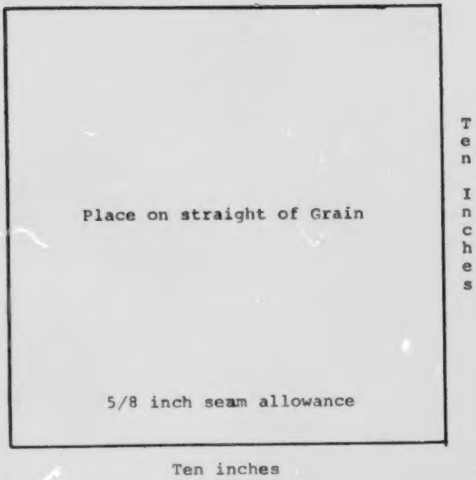
- A. Material
- B. Sewing machine
- C. Thread
- D. Needles
- E. Pattern
- F. Pillow Stuffing
- G. Buttons

II. Procedure:

- A. Cut out material by using pattern.
  - 1. Place pattern on folded material
  - 2. Cut out pillow
- B. Sew right sides together, leaving 4 inches open for turning.
- C. Turn pillow right side out.
- D. Press pillow.
- E. Stuff pillow with stuffing.
- F. Slip stich opening.
- G. Sew two ribbons in the center of the pillow.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

PILLOW PATTERN


Place on straight of Grain
5/8 inch seam allowance
Ten Inches
Ten inches

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

EVALUATION

1. Define the following terms:

   a. Production -

   b. Assembly line worker -

   c. Designer -

2. List three areas in the clothing production industry that use workers.

   a.

   b.

   c.

3. Select one of the careers under clothing production and list two duties and qualifications for the career selected.

   ______________________________ career selected

   Duties

   a.

   b.

   Qualifications

   a.

   b.

CLOTHING
A LOOK - A JOB - A FUTURE
UNIT V
PRODUCTION

ANSWERS TO EVALUATION

1. a. Production - The process of creating or making goods that can be used by the consumer.

   b. Assembly line worker - an individual employed in a factory for the purpose of performing a designated job in order to aid in the production of a single product or part of a product.

   c. Designer - An individual who specializes in creating a form by arranging lines, texture, and color in such a way that a view or picture is present which may be developed into a plan that can be used for producing a particular product or a kind of apparel.

2. a. Uniform factories

   b. Hosiery factories

   c. Lingerie factories

   d. Costume production

   e. Other apparel

3. Refer to the information sheets.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT I
CAREERS IN HOUSING CONSTRUCTION AND SALES

TERMINAL OBJECTIVE

After completing this unit, the student should be able to identify various careers in housing construction, the education and/or training required for each career, and the qualifications desired for a person entering a career in housing construction.

SPECIFIC OBJECTIVES

The student should be able to:

1. List three careers that require a college education.
2. List two careers that require vocational or trade school certificates.
3. Identify four careers that require special skills acquired through experience and/or trade school.
4. Describe the working conditions which affect jobs related to careers in housing.
5. Draw a floor plan for a house or apartment you would like to live in.
6. List all of the jobs related to housing construction that you can find in the yellow pages of the telephone book or wants ads in the newspaper.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT I
CAREERS IN HOUSING CONSTRUCTION AND SALES

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide students with and discuss objective sheets and information sheets.
- B. Show and discuss filmstrip: 8-2N Real Estate Sales.
- C. Discuss and give out assignment sheet.
- D. Discuss and give out activity sheet.
  Use TM. 1 - One Bedroom Apartment
  TM. 2 - Split Level Houses
  TM. 3 - Two-story House
- E. Evaluate assignment and activity sheet.

II. Student:

- A. Read objective sheet
- B. Study information sheets
- C. View and discuss filmstrips
- D. Complete assignment sheet
- E. Complete activity sheet

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Assignment Sheet #1
- D. Activity Sheet #1

II. Filmstrip to be secured from central office - Dr. Virginia Lamb
8-2N Real Estate Sales
Eye Gate Instructional Materials

III. Additional Materials which can be ordered.
From: Modern Talking Picture Service
1411 Solocum Street
Dallas, Texas 75207

BUILD A BETTER LIFE -- 14 min. color. This exciting new film examines the experience of young men beginning their careers in the construction industry. Their work, their lives and their words give a stimulating inside view of the rewards of building and the satisfaction of creating a better life for their communities and for themselves. Chris award winner. Available to 7th grade & higher. #4170

Eye Gate Instructional Materials Filmstrips: From Dr. Virginia Lamb

A. The Exterior Painter

B. The Interior Painter

C. The Roughing Carpenter

D. The Finishing Carpenter

E. The Concrete Block Layer

F. The Plasterer

G. The Sider

H. The Brick Layer

I. The Plumber

J. The Roofer

IV. Additional Suggested Activities

A. Through the Helping Hands at Central Office obtain a speaker on any of the careers in housing construction and sales.

B. Plan a field trip to a house being constructed near your school. Be sure to get the builders permission and caution students on safety.

C. Have students make a bulletin board of various floor plans from magazines.

D. Contact an architectual firm and secure a working set of plans for a house for the students to study. This could be used as a bulletin board display.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT I
CAREERS IN HOUSING CONSTRUCTION AND SALES

INFORMATION SHEETS

I. Careers in the housing industry that require a degree:

  A. Architecture - An architect designs homes which meet the needs of his clients.

  B. Landscape Architect - Is concerned with the property where a house is to be built, he is also concerned with the planting around the house.

  C. Architectual Engineer - Works with the architect as a consultant and gives professional assistance in designing a house.

II. Careers in the housing industry that require vocational or trade school certificates.

  A. Draftsman - The draftsman prepares detailed drawings which enables the contractor to construct the house or building.

  B. Real Estate Broker - Handles all legal transactions for buying and selling property.

  C. Real Estate Salesman - Aids those who wish to buy and sell property, he must work through a broker.

III. Careers in the housing industry that require special skills, these skills may be acquired through experience and/or trade schools.

  A. Building Contractor - Using the architects plans oversees the building of homes for clients or to be sold on the market.

  B. Sub-contractors - Contracts with the building contractors to do specific parts of the building of the home.

    1. Concrete work - responsible for all concrete work such as foundation and floors.

    2. Carpenter
      a. Framing Carpenter - builds the frame for the house.
      b. Finish Carpenter - install doors and trim.

3. Cabinetmaker - builds cabinets and installs them in houses.

4. Roofer - applies roofing materials.

5. Painter - applies paint to both exterior and interior of house.

6. Plumber - installs pipes that carry water or air.

7. Electrician - installs wires, lights, and fixtures.

IV. Working conditions which affect jobs related to careers in housing.

   A. May be outside or inside work

   B. Some hazards involved

   C. Often seasonal work on outside construction.

V. Employment outlook for jobs related to housing

   A. Opportunity for employment is excellent

   B. Advancement possibilities depend on desire and determination.

VI. Qualification

   A. Should enjoy working with hands

   B. Able to follow instructions

   C. Interested in construction

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT I
CAREERS IN HOUSING CONSTRUCTION AND SALES

ASSIGNMENT SHEET

Choose one of the following assignments and complete it. If time allows, complete both assignments.

1. Look through the yellow pages of the telephone directory, list all of the job categories that are related to the field of housing construction.

2. Study "Help Wanted" columns in the newspaper and list all jobs that are related to the field of housing construction.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT I
CAREERS IN HOUSING CONSTRUCTION AND SALES

ACTIVITY SHEET #1

Draw a floor plan of a house or apartment

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT II
DECORATING

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list careers in decorating, state the training suggestions and personal qualifications for each. He should be able to discuss the future outlook for each career.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name four areas of decorating.
2. For each of the areas named, list two places to find employment.
3. For each of the areas named, describe three personal qualifications.
4. Discuss two training suggestions for each of the areas named.
5. Describe the future outlook of all four areas named.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT II
DECORATING

SUGGESTED ACTIVITIES

I. Instructor

A. Provide students with and discuss objective sheet and information sheets.

B. Discuss and give out activity sheet #1, #2, & #3.

C. Evaluate the activity sheets and student participation.

II. Student

A. Read objective sheet.

B. Study information sheets.

C. Complete activity sheets #1, #2, & #3.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

A. Objectives

B. Information sheets

C. Activity sheets #1, #2, & #3

II. To be provided by the teacher, collect:

A. Carpet scrapes

B. Paint chips

C. Drapery fabric samples

D. Samples of tile and other floor coverings

E. Wallpaper Books

III. Additional Suggested Activities:

A. Observe window furniture displays in large department store or imagine a room arrangement. What knowledge other than design

INSTRUCTIONAL MATERIALS

did the decorator have to have to create the displays? How would you change it?

B. Arrange the furniture in your classroom to make it more pleasing.

C. Collect pictures of before and after room arrangements or rooms done in different colors and discuss them in class.

D. Collect a group of containers and all of the artificial or real flowers you can. You may add driftwood, figurines, or dried weeds to the collection. Let the students work in groups to make arrangements and have class choose the best, telling why.

E. Pick a project that students can do to help decorate their own rooms such as a pillow, wastebasket, wall hanging, or bulletin board. Let students work on them in class and/or at home.

F. Start a scrapebook of "Room Decorations I Like" or "Room Accessories I Like".

G. Take a field trip to a decorating store or a furniture store that shows room arrangements and accessories.

H. Invite an outside speaker to discuss interior design and how they got their job, why they choose the career, and what training they have.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT II
DECORATING

INFORMATION SHEET

I. Areas in Decorating.

- A. Interior designer
- B. Custom services
- C. Artistic production
- D. Products salesman
    - 1. In a paint store
    - 2. In a hardware store
    - 3. In a lumber yard
    - 4. Carpet salesman
    - 5. Appliance salesmen
    - 6. Electrical Fixtures
    - 7. Drapery store
- E. Interior workers
    - 1. Painter
    - 2. Paperhanger
    - 3. Cabinet maker
    - 4. Carpet layers
    - 5. Tile setters
- F. Floral designer
    - 1. Retail florist
    - 2. Florist assistant
    - 3. Florist salesperson

II. Interior Designer - plans, designs, and does interiors and furnishings to create attractive surroundings suited to the needs and desires of the occupants.

INFORMATION SHEET

A. Where employeed

1. May have their own business.
2. In lending department and furniture stores.
3. By magazines which feature articles on home furnishings.
4. Manufacturers of home furnishings.
5. By an interior decorating firm.
6. By architects.
7. On a consultative basis by several different firms.

B. Personal qualifications

1. Business ability
2. Artistic ability
3. Able to communicate with people
4. Able to plan, organize, and carry out projects to their completion.
5. Good personality
6. Imagination
7. Have patience
8. Able to sell ideas, goods, and services.

C. Training suggestions

1. In high school take subjects to admit him to college and electives in art, business, mechnical drawing, and home economics.
2. Completion of a four-year course leading to a bachelor's degree with a major in interior design.
3. For the better jobs, a master's degree which includes courses in design, art, drafting, interior architecture, free hand and mechanical drawing, study of fabrics and building materials.

D. Future outlook

1. Job prospects for qualified interior designers are good.

2. There are presently about 20,000 interior designers in the field.

3. Half of the interior designers are women.

E. Professional organizations

1. American Institute of Interior Designers

2. National Society of Interior Designers

III. Custom Services - services provided for a customer to fit their own specifications and made to suit them. Often the person does not give any advice on interior decorating just does the job.

A. Where employeed -

1. Can be their own business in a business building.

2. Own business in their home.

3. Employeed by a business that deals in custom services.

B. Personal qualifications

1. Willing to work

2. Cooperative

3. Able to deal with people

4. Patience

5. Artistic ability

6. Able to sell services

C. Training suggested

1. In high school, choose elective courses in home economics, industrial arts, and art.

2. In vocational school, courses as drapery-making, upholestry, cabinet-making, and interior design.

3. Some skill training is required, can be gotten on the job.

D. Future outlook

1. Job prospects are good for skilled employees.

2. Sometimes hard to establish own business.

INFORMATION SHEET

IV. Artistic Productions - deals with paintings or prints, sculpture, ceramics, weaving, and other decorative crafts.

A. Where employeed

1. By interior decorating firms
2. By department stores as buyers or sellers
3. May have business of own.

B. Personal qualifications

1. Patience
2. Willing to work all hours of the day
3. Ability to plan, organize, and carry out projects to completion.
4. Imagination
5. Ability to work with people
6. Ability to communicate with people
7. Artistic ability

C. Training suggestions

1. In high school, elect to take courses in art, applied design, home economics, and industrial arts.
2. Private schools offer advanced courses in art of all kinds.
3. Some skill training such as in a vocational school or community college.
4. Four year college degree.

D. Future outlook

1. Jobs are not easily found.
2. As artistic appreciation of the public increases when jobs will increase.

V. Product salesmen - sells a product that is used in the decoration of a house.

A. Types of product salesmen and where employeed.

1. Paint salesmen in a paint store, hardeware store, lumber yard, or department store.

2. Wallpaper salesmen in a paint and wallpaper store, lumber yard, interior decorating store, or department store.

3. Carpet salesman in a carpet store, lumber yard, department store, or interior decorating store.

4. Appliance salesmen in an appliance store or a department store, often in a hardware store.

5. Electrical fixtures in an electrical store, hardware store, lumber yard, interior decorating shop or a department store.

6. Drapery salesmen in a custom drapery shop, department store or interior decorating shop.

B. Personal qualifications

1. Able to communicate with people.

2. Able to get along with people.

3. Imagination

4. Patience

5. Desire to work

C. Training suggestions

1. High school courses in business, home economics, psychology, and art.

2. On-the-job training in most all areas.

3. Business administration in a vocational school or community college.

D. Future outlook

1. Plenty of jobs available both at entry level and professional level.

2. There is a high turnover in salesmen.

3. The better trained the better the opportunities.

VI. Interior works - the people that do the actual work of the interior.

A. Jobs

1. Painter - paints interiors

2. Paperhanger - hangs wallpaper

3. Cabinet maker - does building and remodeling

INFORMATION SHEET

4. Carpet layer - lays carpet
5. Tile setter - lays tile and other floors except wood.

B. Where employeed
   1. Self employeed
   2. By interior contractors
   3. Lumber yards
   4. Carpet stores
   5. Hardware stores
   6. Some department stores

C. Training suggested
   1. Most are on-the-job trained.
   2. There are a few offereings in Vocational schools.

D. Future outlook
   1. Good in all areas.
   2. The better trained the better the opportunities.

VII. Floral designers an artistically skilled person who designs and fashions floral pieces.

A. Where employeed
   1. Self employeed
   2. For retail florists
   3. By large or exclusive interior designers

B. Personal qualifications
   1. Artistic ability
   2. Liking for flowers
   3. Freedom from allergies
   4. Pleasing personality
   5. Ability to get along with others
   6. Ability to work with hands

INFORMATION SHEET

C. Training suggestions

1. Can be on-the-job trained by a florist designer.
2. Possible to start as an assistant or salesperson.
3. There are a few vocational schools in the United States.
4. Schools offering programs in floral design are in California, Colorado, Florida, and ten others.

D. Future outlook

1. There has been a steady growth in the last twenty years.
2. There are new shops opening continually.
3. Employment opportunities will be good throughout the 1970's.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT II
DECORATING

ACTIVITY #1

Using the floor plan in Unit I which you drew, for each room find pictures in magazines of how you would like to decorate your house or appartment. Paste them on paper.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT II
DECORATING

ACTIVITY #2

From materials provided by the teacher, select the wallpaper and/or paint, the drapery material, and the carpet or other floor cover for one room of the floor plan which you drew in unit I. Paste or attach them to this page.

room ______________________________

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT II
DECORATING

ACTIVITY #3

From magazines, select pictures of floral arrangements. Attach each one to a piece of paper and in writing state what room or rooms of the house you would use it in and the occasion if it is for a special occasion.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT III
FURNISHINGS

TERMINAL OBJECTIVE

After completion of the unit, the student should be able to identify three areas in home furnishings, list jobs in each area, describing some personal qualifications, educational requirements, and places to get employment for each area.

SPECIFIC OBJECTIVE

The student should be able to:

1. Identify three areas of home furnishings.
2. Name one place to get employment in each area.
3. List three personal qualifications for each area.
4. Describe the future outlook for each area.
5. List two training suggestions for two of the areas.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT III
FURNISHINGS

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with and discuss objective sheet and information sheets.
- B. Discuss and give out activity sheet #1 and #2.
- C. Discuss and give out assignment sheet #1.
- D. Evaluate the activity and assignment sheets.

II. Student:

- A. Read the objectives
- B. Read the information sheets
- C. Complete activity sheets #1 and #2
- D. Complete assignment sheet #1

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objectives
- B. Information sheets
- C. Activity sheets #1 and #2

II. Additional Suggested Activities:

- A. At Central office in the media center are some 3-M transparency masters on furniture styles (you may have these transparencies in your school so check first). You may use these to discuss furniture styles, construction and etc.
- B. There is a set of filmstrips on decorating that can be secured from Dr. Lamb, Central office. These may be used to stimulate class discussion.
- C. Find an old chair, end table, or other piece of furniture, take apart and refinish it as a class project.

INSTRUCTIONAL MATERIALS

D. Take a field trip to a nearby furniture store and have the owner or a salesman explain the construction or invite someone from a furniture store to talk to the class.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT III
FURNISHINGS

INFORMATION SHEET

I. Areas in Home Furnishings

  A. Production and Sales of Home Furnishings

  B. Cabinet making, refinishing furniture, and restoring antiques

  C. Upholstery and Drapery making

II. Careers in Production and Sales of Home Furnishings

  A. Jobs in manufacturing of furniture and accessories.

    1. Workers on an assembly line of a factory making furniture.

    2. Self-employed making custom furniture.

    3. Workers in weaving and dying of fabrics.

    4. Workers in painting and finishing furniture.

    5. For a small individual shop which specializes in custom built furniture.

  B. Careers range from advertising and sales to designing and building the furnishings.

  C. Packing and shipping finished products is an industry in itself.

  D. Salespeople should be able to show and tell about important features, including construction, to help people make desirable selections.

  E. Stock Clerks are invaluable assistants in any retail store. Keeps the warehouse in good order and reports when stocks are low.

III. Furniture repair or construction and restoring antiques.

  A. Most people in this career are on-the-job trained.

  B. High school or vocational school courses provide a background.

    1. Art history

    2. Furniture design

INFORMATION SHEET

3. Interior design
4. Textiles
5. Marketing
6. Advertising

C. May require knowledge:

1. Of woods and finishes
2. Construction techniques
3. Of tools and machines used

D. Personal qualifications

1. Like to work with the hands
2. Patience
3. Ability to do accurate work
4. Ability to work with people
5. A desire to work
6. Imagination
7. Desire to learn new techniques

E. Future outlook

1. More people have an interest in antiques and their restoration so more jobs are available.
2. New furniture is expensive and may not have as good a wood as an older piece so people have the old piece refinished.
3. There is more appreciation being developed in people for the appreciation of craftsmanship.

IV. Upholstery and drapery-making is a part of furnishing a home, this area may include bedspreads and slip covers.

A. Where employeed

1. By department stores which have upholstery and drapery departments.
2. By custom services.

INFORMATION SHEET

3. By interior decorators.
4. Self employeed.

B. Personal qualifications

1. Skillful with the hands
2. Patience
3. Imagination
4. Able to stick to a job
5. Ability to take instructions
6. Good preception
7. Ability to work with people

C. Training suggestions

1. In high school courses in home economics, industrial arts, and art.
2. Vocational schools offer courses in upholestry and drapery-making.
3. On-the-job training is available in some decorative shops and large upholstery shops.

D. Future outlook

1. There are plenty of positions for highly skilled upholsters and draper-makers.
2. The future jobs will continue to be good.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT III
FURNISHINGS

ASSIGNMENT #1

As a class, examine the furniture in your classroom.

1. What materials are used in making the chair?

2. What material is used in making the table?

3. How do you think the chair is put together?

4. What kind of finish is on the table?

5. What kind of woods do you see in the furniture in your classroom?

6. Is all furniture constructed like the furniture in your classroom? How can it differ?

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT III
FURNISHINGS

ASSIGNMENT #2

HOME ASSIGNMENT

1. Pick out an upholstered chair or divan in your home.

2. Turn it upside down.

3. Describe in writing what you see.

4. Describe how you think it was made.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT III
FURNISHINGS

ACTIVITY #1

Sand and prepare for finishing a board for decapage, a picture frame (can be an old one) or just an old piece of wood. You will need sandpaper.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT IV
COMMERCIAL HOUSING AND INTERIOR DESIGN

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list places where commercial housing and interior design careers are involved in building. Identify some careers that require a degree, some that require vocational or trade certification, and careers that require skills that may be acquired through experience and/or some trade schooling.

SPECIFIC OBJECTIVES

The student should be able to:

1. List seven places where commercial and interior design careers are involved in buildings.
2. Identify three careers in commercial housing and interior design that require a degree.
3. Name three careers in commercial housing and interior design that require a vocational or trade school certification.
4. Identify six careers in commercial housing that require special skills that may be acquired through experience and/or trade schooling.
5. Discuss working conditions which affect jobs related to careers in commercial housing.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT IV
COMMERCIAL HOUSING AND INTERIOR DESIGN

SUGGESTED ACTIVITIES

I. Instructor

   A. Provide students with and discuss objective sheet and information sheets.

   B. Discuss and give out activity sheets #1 and #2.

   C. Discuss and give out assignment sheet #1.

   D. Evaluation - evaluate assignment sheet #1 as final evaluation for all units.

II. Student

   A. Read the objectives

   B. Read the information sheets

   C. Complete activity sheets #1 and #2

   D. Complete assignment sheet #1

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

   A. Objectives

   B. Information sheets

   C. Activity sheets #1 and #2

   D. Assignment sheet #1

II. To be secured by the teacher:

   A. Blocks of wood, preferably 2 X 4½

   B. Nails various sizes

   C. Hammers borrowed from the Industrial Arts Department.

INSTRUCTIONAL MATERIALS

III. Additional Suggested Activities:

A. If there is some commercial construction going on around your school neighborhood, take a walking field trip to visit the site. (Stay at a distance.) Discuss with studnets safety factors such as why workers wear hard hats and e[illegible] Discuss the stages of construction.

B. Have students describe buildings they have seen being constructed while they were riding in a car or on the school bus.

C. Help students become aware of the interior decoration of commercial buildings by discussing materials used and showing differences in carpet, wall coverings, and etc.

D. Bring into class any construction materials you can find (your industrial arts teacher may be able to help) such as marbel, brick, aluminum, roofing, and etc. Discuss with students how they are used.

E. Have student collect pictures of commercial buildings and discuss how they think they were constructed and the different types of workmen it took for the construction.

F. Compare how the construction of a home differs from that of a commercial building? How does the interior design differ?

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT IV
COMMERCIAL HOUSING AND INTERIOR DESIGN

INFORMATION SHEET

I. Places where commercial housing and Interior design careers are involved in buildings.

   A. School buildings

   B. Restaurants

   C. Motels and Hotels

   D. Office Buildings

   E. Banks and Loan Companies

   F. Hospitals and Clinics

   G. Apartment Houses

   H. Institutions

   I. Department stores

II. Careers in Commercial Housing and Interior Decoration that require a degree.

   A. Architect - designs buildings of all types which meet the needs of his customer.

   B. Engineer - ever increasing complex construction methods, materials, and equipment require engineering skills.

      1. Structual engineer - is concerned with the stability of a building.

         a. Estimates the weight the structure must support.

         b. Calculates the pressure of wind against walls and roof.

         c. Figures the pressure against the foundation from the weight of the earth.

      2. Mechanical engineer - is concerned with the heating, ventilating, air conditioning, and plumbing.

      3. Civil engineer - investigates the physical make-up of soil. Does land surveying and recording of property lines.

      4. Electrical engineer - determines the owner's requirements for such equipment as range, fans, motors, and etc.

INFORMATION SHEET

C. Landscape Architect - is concerned with the property where a building is to be built and the plantings around the house.

D. Interior designer - is concerned with the types of material used on the interior of the building, the interior decoration and furnishings.

III. **Careers in Commercial Housing and Interior Design that require vocational or trade school certification.**

A. Draftsman - prepares detailed drawings which enable the contractor to construct the building.

B. Model-maker - many architects have a model of their building made for their customer so they can see what the building will look like in miniture.

C. Architectual rendering - a drawing showing the appearence of a completed building. The architectual renderer must be both a draftsman and an artist.

D. Real Estate Broker - handles all legal transitions in the buying and selling of property.

IV. Careers in the Commercial Housing and Interior Design that require special skills, the skills may be acquired through experience and/or some trade schooling.

A. Building Contractor - using the architects plans, oversees the building of buildings for customers or to be sold. Purchases materials for construction and supervises the work.

B. Sub-contractors - contracts with the building contractor to do specific parts of the building.

1. Concrete work - responsible for all concrete work such as floors and walls.

2. Carpenter

a. Framing carpenter - builds the frame for the building. Frame structure is wood.

b. Finish carpenter - installs doors and trim if they are of wood.

3. Steel workers

a. For steel frame structure similar to framing carpenter but works with steel.

b. For steel trim such as door frames and windows - works with metal instead of wood.

INFORMATION SHEET

4. Cabinet maker - builds cabinets to be installed in buildings such as storage cabinets.

5. Roofer - applies all kinds of roofing materials.

6. Painter - applies paint to both exterior (often just the trim of a building) and interior of buildings.

7. Plumber - installs all kinds of plumbing and fixtures used in commercial buildings.

8. Electrician - installs all electrical wiring and fixtures in commercial buildings.

9. Tile setter - lays floors and any wall tile or coverings needed in rest rooms, kitchens, and offices.

V. Working conditions which affect jobs related to careers in commercial housing.

A. May be outside or inside work.

B. Some hazards involved - may work at high levels.

C. Often seasonal work on outside construction.

VI. Qualifications

A. Should enjoy working with hands.

B. Able to follow instructions.

C. Good physical condition.

D. Interested in construction.

VII. Employment outlook

A. Opportunities for employment in all areas are excellent.

B. Advancement possibilities depend on desire and determination.

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT IV
COMMERCIAL HOUSING AND INTERIOR DESIGN

ACTIVITY #1

Take a look at your school building and see how many jobs you think it took to build your building. List all the construction jobs and what kind of a skill it took to do the job. Do you think your building has a wood or steel frame? See if you can discover who built your building.

Example of listing:

Foundation - Concrete worker

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT IV
COMMERCIAL HOUSING AND INTERIOR DESIGN

ACTIVITY #2

From a collection of wood and nails, select several nails and a piece of wood. With a hammer, see if you can drive the anil in straight. Be sure and watch your fingers and do not hit them.

How many times did you have to hit a small nail to drive it all of the way into the board?

How many times the large nail?

Out of five nails, how many did you get in without bending them?

HOUSING AND INTERIOR DESIGN
A LOOK - A JOB - A FUTURE
UNIT IV
COMMERCIAL HOUSING AND INTERIOR DESIGN

ASSIGNMENT #1

Select one career in the housing and interior design industry we have studied in the past few weeks, which you think you might like to pick for a career and answer the following.

1. My career choice and why?

2. Education or training requirements.

3. Personal qualifications.

4. What is the future outlook of this career?

5. What are some advantages of this career?

6. What are some of the disadvantages of this career?

7. Where would you work?

HEALTH
A LOOK - A JOB - A FUTURE
UNIT I
DIETARY SERVICES

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify different types of jobs in dietary services, list the personal qualifications of dietary employees and name places to get training and experience in dietary services.

SPECIFIC OBJECTIVES

The student should be able to:

1. Define terms related to dietary services.

2. Identify the types of jobs in dietary services.

3. List four personal qualifications of dietary service employees.

4. Name two places to get training and experience in dietary services.

5. Figure a menu from an exchange list.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT I
DIETARY SERVICES

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with and discuss objective sheets and information sheets.
- B. Show discuss filmstrips.
  - 1. "Diet Clerk and Fry Cook" #H-357-H
  - 2. "Hospital Food Service Workers" #H-357-G
- C. Discuss and give out assignment sheets.
- D. Discuss and give out activity sheet.
- E. Evaluate assignment and activity sheets.

II. Student:

- A. Read objective sheet.
- B. Study information sheets.
- C. View and discuss filmstrips.
- D. Complete assignment sheets.
- E. Complete activity sheets.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheets
- C. Assignment sheet #1
- D. Activity sheet #1

II. **Filmstrips to be secured from Central Office - Dr. Virginia Lamb.**

A. "Diet Clerk and Fry Cook" Hospital Job Opportunities #H-357-H

B. "Hospital Food Service Workers" Hospital Job Opportunities #H-357-G

Eye Gate Instructional Materials.

III. Other materials to be secured:

A. Food Models - set of 171 (#B012)

B. A Guide to Good Eating poster (#P505)

Order from: Dairy Council, Inc.
1700 North Sooner Road
Route 4
Oklahoma City, OK 73111

IV. Additional Suggested Activities.

A. From the menus the students have made out using the exchange systems, have them select one meal and prepare it. Students could work in groups on breakfast menus and compare for appetite appeal.

B. Using the poster "A Guide To Good Eating" have students identify what food groups the foods in their diet menus come from.

C. From the grocery store purchase various special diet foods and set up a taste buffet for students. Examples:

1. Salt free bread or other soduim restricted foods on a "Soduim Restricted Diet".
2. Sugar free fruits, vegetables, cookies, ice cream or puddings on a "Diebetic Diet".
3. Strained fruit or vegetable juices, jello with nothing added on a "Full Liquid Diet". (A diet consisting of a variety of foods that are liquid or liquify at body temperature.)
4. Pureed baby foods to be used on a "Bland Diet" (a diet which is chemically, mechanically and thermally non-irritating).

D. Secure from a hospital different types of diet sheets and post them on the bulletin board. (Your drugist may be able to provide you with some such as a diebetic diet).

V. References:

A. Profiles of Health Careers

The Oklahoma State Department of Health.

B. Turner, Dorathea. Handbook of Diet Therapy, Philadelphia: J.B. Lippincott Co.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT I
DIETARY SERVICES

INFORMATION SHEET

I. Terms and definitions

A. Diet - Daily allowance or intake of food and drink.

B. Diet Kitchen - The kitchen of a hospital or health institution in which meals are prepared for patients.

C. Dietitian - One who has had college training in the science of nutrition and management. Plans menus and special diets with proper nutritional value for a hospital, institution, school, or restaurant. Determines dietetic value of food and food products. To be a member of the American Dietetic Association the dietitian must complete an approved internship of special studies and work experiences.

D. Dietetic Technician (Diet Clerk) - Works under the supervision of a registered dietitian in a hospital or nursing home. Aids the dietitian in carrying out their duties.

E. Nutrition - The process by which food is taken into the body and used to keep the body alive.

F. Special Diets (Therapeutic Diets) - Diets that are requested by doctors and planned by dietitians to treat specific health problems.
Example: Diebetic Diet for a person with diabetes.

II. Types of jobs in the dietary services

A. Dietitian

1. Administrative Dietitian

a. Organize, plans, and directs food service.

b. Responsible for menu planning, food preparation and service, selection and training of food service workers.

            c. Has charge of equipment purchasing and repair.

            d. Coordinates dietary services with other departments.

        2. Clinical or Therapeutic Dietitian

            a. Consults with medical staff.

            b. Plans special diets.

            c. Provide nutritional care including education and counseling of patients.

B. Dietetic Technician (Diet Clerk)

    1. In charge of dietary services in small hospitals or nursing homes with consultation from a Registered Dietitian.

    2. In some large hospitals serves as a food supervisor assigned supervisory duties as designated by the Dietitian in charge.

C. Food Service Supervisor

    1. Assists in providing food service management under the supervision of a Registered Dietitian.

    2. Supervises food production and patient tray service in health care facilities.

D. Kitchen Staff

    1. Depending on the size of the dietary service but can be the same as for any institution - may include:

        a. Chef

        b. Pastry Cook

        c. Fry Cook

        d. Salad Cook

        e. Counter Servers

        f. Dish Room Workers

2. Duties are performed under the direction of the Dietitian.

III. Personal Qualifications of dietary service employees

A. Must work with others

B. Interested in people

C. Desire to help others

D. Have ability to communicate ideas clearly

E. Interest in foods

IV. Places to get training and experience in dietary services

A. Colleges and Universities

B. Vocational Schools

C. Hospitals

D. Nursing homes

HEALTH
A LOOK - A JOB - A FUTURE
UNIT I
DIETARY SERVICES

ASSIGNMENT SHEET #1

A job in the dietary services may be the job for you, to find out, answer the following questions with yes or no.

1. Are you in good health? ______
2. Are you usually neat and well groomed? ______
3. Do you like to help others? ______
4. Are you patient? ______
5. Do you get along well with most people? ______
6. Do you like to cook? ______
7. Are you organized in your schoolwork? ______
8. Do you like to do research and write reports? ______
9. Is science one of your favorite subjects? ______
10. Are you good in basic math? ______
11. Would you like to take courses in chemistry, nutrition, and physiology? ______
12. Do you enjoy leading group discussions or activities? ______

If all of your answers to questions 1 through 6 are yes, then you probably would enjoy working in dietary services; if most of your answers to questions 7 through 12 are yes, then you may want to consider being a Dietitian.

What you do for a living can affect your whole life style. Think about the following, choose any two of the six and complete what it directs you to do.

1. Find out what the salary range for dietitians is. Do you think you could live comfortably on that

salary? How many hours a day do you think you would work? Describe what your duties would be.

2. Students who are interested in a career in dietary services may often find part-time or summer jobs in hospitals, public health agencies, schools, and food industries. List the possibilities of employment for you in your area. How many hours do you think you could work if you were in high school? How much do you think you should be paid for each hour of work on a part time job?

3. Because dietetic services are in great demand, employers often hire workers to assist dietitians. These workers, called detetic technicians or diet clerks, need only an associate degree, or two years of college, to qualify for the job. Find out what a dietetic technician does. Find out what the requirements are to become one and where you can get this training or education.

4. A license is not required to become a dietitian. The American Dietetic Association, however, has been established to recognize and register professional dietitians. Write to the association to learn more about their requirements and benefits.

Address: American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois 60611

5. Dietary service employees in hospitals and nursing homes must often wear uniforms. Describe what type of uniform you think they might have to wear. What are some good grooming ideas which you think would be important.

6. Some Dietitians and Dietetic Technicians buy food as well as plan meals. Usually this involves shopping for good buys and working with limited amounts of money. List five ideas that you think would help a person shop for good buys when buying food.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT I
DIETARY SERVICES

ACTIVITY SHEET #1

I. Using sheets A-12 and A-13, plan a weight control diet. This form of diet planning is known as planning from an exchange list. If you plan your daily menu using the number or servings listed, you will have a menu that will include 1500 calories daily.

Example:

BREAKFAST		SERVINGS	BREAKFAST MENU	
Fruit	(list 3)	1	¼ cup	orange juice
Meat	(list 5)	1	1	soft boiled egg
Bread	(list 4)	1	1 slice	toast
Fat	(list 6)	1	1 tsp.	butter
Milk	(list 1)	1	1 cup	milk

BREAKFAST MENU

LUNCH MENU

DINNER MENU

____

____

____

____

____

____

BEDTIME SNACK

____

____

II. After you have planned the days menu use food models and set up on a table or on trays each menu as you have planned it. Answer the following questions:

A. Is it as much food as you are now eating? ______

B. If you were overweight, do you think you could get along on this amount of food? ______ If you could, you would probably loose about a pound a week.

C. Change items on the menu, leaving off the bread at lunch and bedtime snack and the fat for breakfast and lunch. You now have a diet that contains 1000 calories. Do you think you could get along on this amount of food? ______ If you could, you would probably loose about two pounds a week.

1500 CALORIE DIET

NAME ______________________

BREAKFAST

		SERVINGS
Fruit	(list 3)	1
Meat	(list 5)	1
Bread	(list 4)	1
Fat	(list 6)	1
Milk	(list 1)	1

LUNCH (LIGHT MEAL)

		SERVINGS
Meat	(list 5)	2
Vegetable	(list 2A) Avg.	1
Vegetable	(list 2B)	1
Bread	(list 4)	2
Fat	(list 6)	2
Fruit	(list 3)	
Milk	(list 1)	

DINNER (MAIN MEAL)

		SERVINGS
Meat	(list 5)	3
Vegetable	(list 2A) Avg.	1
Vegetable	(list 2B)	1
Bread	(list 4)	2
Fat	(list 6)	2
Fruit	(list 3)	1
Milk	(list 1)	

BEDTIME SNACK

Meat	(list 5)	
Bread	(list 4)	1
Fruit	(list 3)	
Milk	(list 1)	1

LIST 1 - MILK SERVINGS

Milk, whole............ 1 cup
Milk, evaporated....... ½ cup
Milk, whole, powdered.. ¼ cup
Milk, skim, powdered... ¼ cup
(Add 2 fat servings)
Buttermilk............. 1 cup
(Add 2 fat servings)
Skim milk.............. 1 cup
(Add 2 fat servings)

LIST 2 - VEGETABLE SERVINGS

A. 1 Exchange is ½ cup cooked or 1 cup raw

Asparagus
Broccoli
Brussels Sprouts
Cabbage
Cauliflower
Celery
Chicory
Cucumbers
Escarole
Eggplant
Lettuce
Mushrooms
Okra
Pepper
Radishes
Rhubarb
Saurkraut
String beans, young
Summer Squash
Tomatoes
Tomato Juice

"Greens"

Beet
Chard
Collard
Dandelion
Kale
Mustard
Spinach

Turnips

B. One serving is ½ cup.
(Equal to ½ bread exchange)

Artichokes
Beets
Carrots
Peas, green
Onions
Pumpkin
Rutabaga
Squash, winter
Turnip
Mixed vegetables

OTHER CONDIMENTS & FOODS ALLOWED

Coffee
Tea
Clear Broth
Boullion (no fat)
Gelatin, unswt.
Cinnamon
Pickles, sour
Pickles, unswt dill
Mint
Garlic
Onion
Nutmeg
Mustard
Pepper
Lemon
Cranberries

LIST 3 - FRUIT SERVINGS

(Fresh or canned without sugar)

Apple, small (2 inch wide)..	1
Applesauce.................	½ cup
Appricots, fresh, medium....	2
Apricots, dried, halves.....	4
Banana, small..............	½
Berries:Straw.Rasp,Black....	1 cup
Blueberries, Gooseberries...	2/3 cup
Canteloupe (6" wide)........	¼
Cherries, Large............	10
Dates......................	2
Figs, Fresh, large.........	2
Figs, dried, small.........	1
Fruit, Nectar: apricot, peach pear..................	1/3 cup
Grapefruit, small..........	½
Grapefruit Juice...........	½ cup
Grapes.....................	12
Grape Juice................	¼ cup
Honeydew Melon (7" wide)....	1/8
Orange, small..............	1
Orange Juice...............	½ cup
Peach, medium..............	1
Pear, small................	1
Pineapple..................	½ cup
Pineapple Juice............	1/3 cup
Plums, medium..............	2
Prune Juice................	½
Prunes, dried, medium.......	2
Raisins....................	2 Tbl.
Tangerine, large...........	1
Watermelon.................	1 cup

LIST 4 - BREAD SERVINGS

Bread (1 slice)............	1
Biscuit, Roll (2" wide).....	1
Muffin, (2" cube)..........	1
Cornbread (1½" cube)........	1
Hamburger Bun (Reg).........	½
Flour......................	2½ Tbl.
Cereal, cooked.............	½ cup
Cereal, dry(flakes,puffed)..	3/4 cup
Rice, Grits, cooked.........	½ cup
Spaghetti,Noodles, cooked...	½ cup
Crackers, oyster (½ cup)....	20
Graham (2½" square).........	2
Saltines (2" square)........	5
Soda (2½" square)...........	3

LIST 4 - continued

Vegetables:	
Beans & Peas, dried,cooked..	½ cup
(lima,navy,split,cowpeas)	
Baked Beans, no pork........	¼ cup
Corn.......................	1/3 cup
Parsnips...................	2/3 cup
Potatoes, white,baked,and boiled (2" wide)...........	1
Potatoes, white,mashed......	½ cup
Potatoes, sweet or yams.....	¼ cup
Hominy.....................	½ cup
Sponge Cake, Plain (1½" cube)	1
Ice Cream..................	½ cup
(omit 2 fat servings)	
Jello......................	1/3 cup
Vanilla Wafers (small)......	5
Soups:	
Canned vegetable, diluted...	1 cup
Canned tomato, diluted......	3/4 cup
Canned creamed, diluted.....	3/4 cup

LIST 5 - MEAT SERVINGS

Meat, Poultry (med.fat).....	1 oz.
(beef,lamb,pork,liver,chicken)	
Cold cuts, slice...........	1 oz.
Frankfurter (8-9 in a lb)...	1
Fish.......................	1 oz.
Salmon, Tuna, Crab.........	¼ cup
Oysters,Shrimp,Clams,small.	5
Sardines, medium...........	3
Cheese, yellow.............	1 oz.
Cottage....................	¼ cup
Egg........................	1
Peanut Butter*.............	2 Tbl.

*Do not use more than one serving of peanut butter a day

LIST 6 - FAT SERVINGS

Butter or Margarine.........	1 tsp.
Bacon, crisp...............	1 slice
Cream, light 20%...........	2 Tbl.
Cream, heavy 40%...........	1 Tbl.
Cream Cheese...............	1 Tbl.
French Dressing............	1 Tbl.
Mayonnaise.................	1 tsp.
Meat fat...................	1 tsp.
Oil or Cooking Fat..........	1 tsp.
Nuts, small................	6
Olives, small..............	5

HEALTH
A LOOK - A JOB - A FUTURE
UNIT I
DIETARY SERVICES

UNIT EVALUATION

1. Student participation in completing Assignment Sheet #1.
2. Completion of Activity Sheet #1.
3. Student participation in any of the suggested activities.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify some careers in medical technology, various personal qualifications for technicians, and the education and training required to become a technician.

SPECIFIC OBJECTIVES

The student should be able to:

1. Identify seven careers in medical technology.
2. List six personal qualifications for technicians.
3. Describe the education and training required to become a technician.
4. Name four places where technicians are employeed.
5. Discuss the employment outlook for technicians in health fields.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with and discuss objective sheet and information sheets.
- B. Show and discuss filmstrip "Inhalation Therapy Technician" H-357-A.
- C. Discuss and give out assignment sheet #1.
- D. Show and discuss filmstrip "X-Ray Technician" H-357-B.
- E. Discuss and give out assignment sheet #2.
- F. Secure from the science department, a microscope and slide and have students complete Activity sheet #1.
- G. Evaluate assignment and activity sheets as well as student interest and participation.

II. Student:

- A. Read objective sheet
- B. Study information sheets
- C. View filmstrip
- D. Complete assignment sheets
- E. Complete activity sheet

INSTRUCTIONAL MATERIALS

I. Included in this Unit

- A. Objectives
- B. Information sheets
- C. Assignment sheets #1 and #2
- D. Activity sheet #1
- E. Evaluation sheet

INSTRUCTIONAL MATERIALS

II. Filmstrips to be secured from Central Office - Dr. Virginia Lamb

A. "Inhalation Therapy Technician"
Hospital Job Opportunities
#H-357-A

B. "X-Ray Technician"
Hospital Job Opportunities
#H-357-B
Eye Gate Instructional Materials

III. Other materials to be secured:

A. Microscope and slides from science department.

B. X-rays of teeth from Central Office - Dr. Lamb.

IV. Additional Suggested Activities

A. Examine X-rays of teeth secured from Central Office, compare with a regular photograph negative and discuss how they are developed. (Teacher may have to do a little research on her own for this activity.)

B. Secure filmstrip H-357-C, "Nuclear Technician Trainee" Eye Gate, from Dr. Lamb at Central Office. Have students discuss new techniques they are aware of in the medical world.

C. Have some students interview various people they know who are technicians and have them report their findings. Give students an outline to follow during the interview.

D. Secure an outside speaker such as a Dental Technician to describe their job and the tools of their trade.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

INFORMATION SHEET

I. Definition of Terms

A. Technician - a person who has acquired the skill and knowledge in a specialized job.

B. Emergency - a situation that calls for immediate action.

C. Laboratory - a place equipped for testing and analysis.

D. Therapy - treatment other than the use of drugs or surgery.

E. X-rays - short rays produced by special equipment for photographing and producing shadow pictures, used in diagnosis and treatment of disease.

II. Some careers in medical technology

A. Dental Technician - makes casts and constructs bridges when ordered by a dentist.

B. EEG or EKG Technician - operates a electro-cardiograph machine which records heart action.

C. Emergency Medical Technician - assists physicians in emergency medical care.

D. Histologic Technician - processes tissues from surgery or biopsy and prepares slides for pathologists.

E. Inhalation Therapy Technician - under a physician's direction, administers oxygen and medications to patients. Operates a machine which assists or controls breathing.

F. Medical Laboratory Technician - under the supervision of a physician, he performs general laboratory tests and analyzes the results.

G. Psychiactric Technician - a person who helps take care of mental patients under the direction of a psychiatrist.

H. X-Ray Technician - assistant to a Radiologist in X-ray examinations.

INFORMATION SHEET

III. Personal Qualifications for Technicians

- A. Likes detail work
- B. Works well with people
- C. Able to work under pressure
- D. Interested in science
- E. Desire to help people
- F. Desire to work with sick and injured
- G. Ability to make decisions

IV. Education and training required to become a Technician.

- A. A certificate or an Associate Degree required.
- B. On-the-job training is often required.
- C. Most certificates take two years to receive.
- D. Serveral state colleges offer an Associate Degree.

V. Where are Technicians Employed?

- A. Hospitals
- B. Clinics
- C. Public Health Agencies
- D. Medical Centers
- E. Medical Laboratories

VII. Employment Outlook for Jobs as Technicians.

- A. The need for technicians of all kinds is increasing.
- B. Advancement depends on ability and experience.
- C. Salaries usually start at $500 per month.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

ASSIGNMENT SHEET I

After viewing the filmstrip "Inhalation Therapy Technician", complete the assignment.

ANSWER THE FOLLOWING QUESTIONS TO SEE WHAT YOU HAVE LEARNED.

Assume you are going for an employment interview for a summer job as an Inhalation Therapy Trainee. The Assistant Director of Personnel who hires trainees is interviewing you and asks you the following questions. HOW WOULD YOU RESPOND TO THE QUESTIONS AND SITUATIONS?

1. Why do you want to be in our Inhalation Therapy Trainee Program?

   ____

   ____

2. What does an Inhalation Therapist do?

   ____

   ____

3. In what school subjects should an Inhalation Therapist excel? Why?

   ____

   ____

4. Would you be willing to work on Saturdays and Sundays during the summer?

   ____

   ____

5. What qualifications do you believe you have that would assure you a successful career as an Inhalation Therapist?

   ____

   ____

ASSIGNMENT SHEET I

6. Suppose your supervisor, a licensed Inhalation Therapist, assigns you to routine tasks that you find dull and boring. You feel that you are not learning anything about therapy on the job. How would you proceed with your problem?

____

____

____

7. Suppose your shift is up and your replacement doesn't appear to take over the job. What would you do?

____

____

8. Suppose, while you are helping to place an oxygen tent over a patient, your supervisor temporarily leaves the room. In his absence a relative of the patient asks you why you are giving oxygen. What would your answer be?

____

____

9. Suppose, at the end of your training period, your supervisor only gives you a "Fair" rating and you think you have been rated unfairly. How would you proceed to justify your judgment of the quality of your work?

____

____

____

10. How could you proceed to make yourself a more valuable member of the department to which you have been assigned as a trainee?

____

____

____

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

ASSIGNMENT SHEET #2

After viewing the filmstrip "X-Ray Technician", describe in your own words what an X-ray Technician does on the job.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

ACTIVITY SHEET #1

Examine under a microscope a slide with a blood smear and draw a picture of what you saw.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT II
CAREERS IN TECHNOLOGY

EVALUATION

I. Completion of the assignment and activity sheets.

II. Student interest and participation.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify some health service professions and list some personal qualifications and educational requirements for these professions.

SPECIFIC OBJECTIVES

The student should be able to:

1. Define associate, bachelors', and masters degrees.

2. List five health service professions that require education beyond a four year college degree.

3. List two personal qualifications for each of the professions listed in objective number two.

4. List two educational requirements for each of the professions listed in objective number two.

5. List three places to find employment for professionals in health services.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

SUGGESTED ACTIVITIES

I. Insturctor:

   A. Provide students with and discuss objective sheets and information sheets.

   B. Show and discuss filmstrip "Hospital Administrative Jobs" H-357-J.

   C. Discuss and give to students Assignment sheet #1.

   D. Discuss and hand to students Activity sheets #1 and #2.

   E. Evaluate assignment and activity sheets as well as student interest and participation.

II. Student:

   A. Read objective sheet.

   B. Study information sheets.

   C. View filmstrip.

   D. Complete Assignment sheet #1.

   E. Complete Activity sheets #1 and #2.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

   A. Objectives

   B. Information sheets

   C. Assignment sheet #1

   D. Activity sheets #1 and #2.

II. Filmstrip to be secured from Central Office - Dr. Virginia Lamb - "Hospital Administrative Jobs" H-357-J.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

III. Additional Suggested Activities:

A. Have students draw a mural for the bulletin board depicting health service professions.

B. Have students make a bulletin board from magazines and newspapers about health service professions.

C. Have a guest speaker from a health service professions and have them bring a tool of their trade for students to examine.

D. Start a vocabulary list of medical words and their meanings.

E. Research and trace history of medicine or research development of drugs in the last 100 years. Examples: Penicillin, aspirin, heart transplant, and etc.

F. Students interview someone they know in a health service profession about their job and report back to class.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

INFORMATION SHEET

I. Terms and Definitions

   A. Associate Degree - some colleges offer two year courses that will give an associate degree at the end of the two years.

   B. Bachelor's Degree - a degree given at the end of four years of college.

   C. Certification - the receiving of a document containing a statement that the person has completed required training to do a certain job.

   D. Diagnosis - the identifying of a disease from its signs and symptoms.

   E. Internship - a period of time spent in medicine gaining supervised practical experience.

   F. Master's Degree - a degree granted after completing required college work beyond the bachelor's degree.

   G. Residency - a period of advanced training in a medical specialty.

   H. Specialist - a person who devotes himself to a special branch of medicine.

II. Some health service professions requiring education beyond a four year college degree.

   A. Physician - may be a general practicing doctor or specialize in any of 35 fields of medicine.

      1. Personal qualifications

         a. Must be curious

         b. Have sound judgment

         c. Have a factual and inquiring mind

         d. Keen powers of observation

         e. Strong interest in science

INFORMATION SHEET

2. Education required.
    - a. 4 years of study in a college of medicine
    - b. 1 year of internship
    - c. Residency in a hospital
    - d. Have a Doctor of Medicine degree (M.D.). Must be licensed by a state board of medical examiners.

B. Optometrist - examines eyes, prescribes treatment which can be glasses or contact lenses; often in case of eye disease, he refers the patient to other medical sources.

1. Personal qualifications
    - a. Have a high degree of accuracy.
    - b. Ability to use delicate precision instruments.
    - c. Good mechanical aptitude.
2. Education required
    - a. 6 years at a college of optometry.
    - b. 2 years of pre-optometry elsewhere and 4 years at a college of optometry.
    - c. Have a degree of Doctor of Optometry (O.D.) and pass the state board examination required for licensing.

C. Pharmacist - prepares medicines prescribed by physicians. He is concerned with the research and production of drugs.

1. Personal qualifications
    - a. Likes to deal with people.
    - b. Must be intelligent.
    - c. Be a responsible person.
    - d. Attends to little details.
    - e. Likes science.
2. Education required
    - a. 5 years of college offering Pharmacy

      or
    - b. 1 or 2 years in a Liberal Arts College and the remainder in a college offering Pharmacy.

INFORMATION SHEET

c. Must have a Bachelor's of Science degree in Pharmacy.

D. Physician Ostopathic - uses all accepted methods of treatment of disease and injury including drugs, operative surgery, and physical therapy.

1. Personal qualifications

   a. Have an inquisitive mind.

   b. A high scholastic ability in science, chemistry, physics, and biology.

2. Education required

   a. 4 years of professional courses.

   b. 1 year of internship.

   c. Can take a residency for three years, but this is not required.

   d. Have a Doctor of Ostepathy degree (D.O.). Must pass a State board examination and be approved by a State Board of Ostepathic Examiners.

E. Psychiatrist - deals with the prevention, diagnosis and treatment of mental disorders.

1. Personal qualifications

   a. Ability to work with many kinds of people.

   b. Genuine regard for the needs of other people.

2. Education required

   a. Must have a Doctor of Medicine degree.

   b. Serve 3 years residency training in an approved hospital.

   c. Can be certified after two years experience beyond residency training.

F. Veterinarian - cares for animals and birds (both domestic and wild) diagnosis and treats their diseases. Some do food and meat inspection for government agencies.

1. Personal qualifications

   a. Have an understanding of medical science.

   b. Have good powers of observation.

INFORMATION SHEET

   c. Love for animals.
   d. Ability to work and communicate well with people.

2. Education required
   a. 4 years of professional university training.
   b. 2 years of pre-veterinary college work.
   c. Have a Doctor of Veterinary Medicine Degree (D.V.M.)

G. Hospital Administration - is responsible for all phases of the hospital's operation.

1. Personal qualifications
   a. Must have executive ability.
   b. Have a talent to organize.
   c. Have financial skills.
   d. An interest in community health.

2. Education required
   a. Bachelor's degree.
   b. 1 year of graduate study in Hospital Administration.
   c. 1 year residency in an approved hospital.

H. Mental Health Social Worker - helps people and their families handle social problems usually caused from being poor, unemployed, ill or having physical, mental, and emotional handicaps.

1. Personal qualifications
   a. Must be intelligent.
   b. Sympathetic.
   c. Have a concern for social conditions.
   d. Ability to work with people.

2. Education required
   a. 4 years of college for a Bachelor's degree.
   b. 2 years of college and training for a Master's degree in social work.

INFORMATION SHEET

III. Some additional health service professions requiring more than four years of college.

- A. Dentist - concerned with the teeth, oral cavity, and associated parts, including diagnosis and treatment of their diseases.
    - 1. Personal qualifications
        - a. Must work well with people.
        - b. Have good judgment.
        - c. Have good manual dexterity.
        - d. Interested in science.
    - 2. Education required
        - a. A pre-professional college program of three years.
        - b. Must have a minimum of 4 years of training in college of dentistry.
        - c. Have a Degree of Doctor of Dental Surgery (D.D.S.).
- B. Podiatrist - specializes in the care of feet, with the diagnosis, prevention, and treatment of food disorders.
    - 1. Personal qualifications
        - a. A liking for people.
        - b. A desire to be of service.
        - c. Able to understand and apply scientific findings.
    - 2. Education required
        - a. Minimum two years pre-podiatry college.
        - b. Four years at an approved College of Podiatric Medicine.
        - c. Doctor of Podiatric Medicine Degree (D.P.M.)
        - d. Licensing required in all states.
- C. Hospital Chaplain - pastoral care of patients through visiting, and weekly worship services. Researches in patoral care problems.
    - 1. Personal qualifications
        - a. Have a concern for people.
        - b. Work well with people

INFORMATION SHEET

   - b. Work well with people.
   - c. Be able to communicate effectively.
   - d. Possess imagination.
   - e. Have emotional and physical stamina.
- 2. Education required
   - a. Have a bachelor's degree from an accredited college.
   - b. Basic degree from a theological seminary.
   - c. Three years church experience.
   - d. Twelve months of clinical pastoral training.

D. Health Planner - is concerned with the planning of health services and facilities. Determines the health care needs of the community.

- 1. Personal qualifications
   - a. Must understand finances.
   - b. Must understand the concept of health planning.
   - c. Must be familiar with health survey methods and planning techniques.
- 2. Education required
   - a. A bachelor's degree.
   - b. Twenty-one months of graduate curriculum leading to a Master of Science Degree.

IV. Employment for Health Service Professionals

- A. Hospitals
- B. Clinics
- C. Private practice
- D. Health Departments
- E. Industrial plants
- F. Armed services
- G. Research

INFORMATION SHEET

V. Advantages of a Profession in Health Care Services

A. Personal satisfaction and feeling of dedication.

B. Meeting people from all kinds of life.

C. Possibility of excellent salaries.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

ASSIGNMENT SHEET #1

After viewing the filmstrip "Hospital Administrative Jobs", list the different types of jobs shown in the filmstrip and discuss briefly what each person does. Who is in charge of these jobs and sees that they are done properly? How much education do you think is required to do each job.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

ACTIVITY #1

EXPLORE YOUR NEIGHBORHOOD SHOPPING CENTER

List all of the health career professions that are located in the nearest shopping center to you. Include any you might see on the way to the shopping center.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

ACTIVITY #2

ROLEPLAY OR CHARADES

Let students take turns acting out any of the health service professions they choose and the rest guess what professions it is.

OR

Have students roleplay:

1. A visit to see the dentist.
2. A physician listening to the heart beat.
3. A pharamist filling a prescription.
4. An optometrist examining the eyes and etc.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT III
HEALTH SERVICE PROFESSIONS

EVALUATION

I. Completion of the assignment and activity sheets.

II. Student interest and participation.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

TERMINAL OBJECTIVE

After completion of this unit, the student will be able to list some other health service careers, the personal qualifications, and educational requirements in addition to places to find employment.

SPECIFIC OBJECTIVES

The student should be able to:

1. Discuss the personal qualifications to become a registered nurse.
2. Identify three other nursing positions and explain how they differ from a registered nurse.
3. List five other health service careers that require some formal training.
4. Discuss three health service careers that have on-the-job training.
5. Describe in writing some of the duties of a volunteer in a hospital.
6. Discuss the employment outlook for jobs in health service careers.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with and discuss objective sheet and information sheets.

  B. Show filmstrip "Nurse" H-357-F.

  C. Show filmstrip "Nurse Aid" H-357-E.

  D. Discuss and give out assignment sheet #1.

  E. Discuss and give assignment sheets #2 and #3 and activity sheet #1.

  F. Give students the evaluation sheet. The student should complete the sheet to the satisfaction of the teacher.

II. Student:

  A. Read objective sheet.

  B. Study information sheet.

  C. View filmstrips.

  D. Complete assignment and activity sheets.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

  A. Objectives

  B. Information sheets

  C. Assignment sheets #1, #2, #3

  D. Activity sheet #1

  E. Evaluation sheet

II. Filmstrips to be secured from Central Office - Dr. Virginia Lamb.

  A. "Nurse" #357-F
  B. "Nurse Aid" #357-E

INSTRUCTIONAL MATERIALS

Hospital Job Opportunities
Eye Gate Instructional Materials

III. Additional Suggested Activities:

A. Continue the vocabulary list started in Unit III if this additional activity was used.

B. Have the school nurse talk to the class about her training, uniform, and job.

C. Secure a few thermometers and show how to sterilize them and how to take a temperature.

D. If you can borrow a kit to take blood pressure with, show students how it is done or have the school nurse show them.

E. Take the students to the clinic in the school to see the different supplies and equipment that are kept there.

F. If you can secure a stethoscope, have the students listen to their heart beat or that of a friend.

G. Show students how to take a pulse and count it, you may need to secure the help of the school nurse.

H. Teach some first-aid bandage techniques and have students practice them.

I. Practice some first aid emergency techniques. A good resource is an insert in the July, 1974 Reader's Digest.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

INFORMATION SHEET

I. Terms and Definitions

  A. Certified - holds a certificate stating that holder has been approved to work in his field.

  B. Diploma - a certificate issued by a school for completing a prescribed course of study.

II. Examples of Health Service Careers requiring some formal training.

  A. Registered Nurse - (R.N.) - plans, gives, and supervises bedside nursing care.

    1. Personal qualifications

      a. Must have the ability to make decisions.

      b. Work with people sympathetically and with understanding.

      c. Have good mental and physical health.

    2. Educational requirements

      a. Have a high school diploma.

      b. Three different types of programs.

        1. A three year program offered by hospitals which gives a diploma.

        2. A two year college program giving an associate degree.

        3. A four year college program giving a bachelor's degree.

      c. All program graduates must pass a State Board examination to be licensed to practice in Oklahoma.

  B. Licensed Practical Nurse (L.P.N.) - gives nursing care under the supervision of the registered professional nurse or physician to patients in simple nursing situations.

    1. Personal qualifications

      a. Must enjoy nursing care.

      b. Must work well with people.

INFORMATION SHEET

        - c. Be able to take instructions and follow them.
    - 2. Educational requirements
        - a. Have a high school diploma or education that equals a diploma.
        - b. Classroom and clinical training for one year.
        - c. Upon completion of training, a diploma is awarded.
        - d. Must pass a state board examination for L.P.N.'s.
- C. Nurse anesthestists - administers anesthetics during surgery under the supervision of a physician.
    - 1. Personal qualifications
        - a. Ability to follow directions.
        - b. Ability to work under pressure.
        - c. Like biology and science.
    - 2. Educational requirements
        - a. High school diploma.
        - b. From 18 to 24 months of classroom and clinical training.
        - c. A certificate is issued upon completion of training.
- D. Medical Assistant - works closely with individual physicians at secretarial and reception work.
    - 1. Personal qualifications
        - a. Must work well with people.
        - b. Capable of a high degree of accuracy.
    - 2. Educational requirements
        - a. High school diploma.
        - b. 2 years in an approved community or junior college.
        - c. An associate degree.
        - d. A certificate from American Association of Medical Assistants after one years' experience.

INFORMATION SHEET

E. Medical secretary - maintains patients' records, handle insurance forms, do simple duties in a clinic, laboratory, or private physician's office

  1. Personal qualifications
    a. Genuine interest in people.
    b. Good clerical skills.
    c. High degree of accuracy.
    d. Ability not to discuss patients' records.
  2. Educational requirements
    a. High school diploma.
    b. Basic college freshman courses.
    c. Secretarial and business courses.
    d. Associate degree.

F. Executive housekeeper - directs housekeeping in hospitals.

  1. Personal qualifications
    a. Ability to organize and manage.
    b. Able to get along with hospital staff.
    c. A certain amount of business ability.
    d. Clean and neat.
  2. Educational requirements
    a. High school diploma.
    b. Some education in a college preferred as well as practical experience.
    c. Future requirements may call for a bachelor's degree.
    d. There is a certification program under the National Executive Housekeepers Association.

G. Hospital Personnel Director - works under a hospital administrator, getting new employees, training, and placing them.

  1. Personal qualifications
    a. Able to get along with all kinds of people.

INFORMATION SHEET

b. Good personality.

c. Able to give directions.

2. Educational requirements

a. College courses in labor relations, accounting, human relations, and others.

b. A bachelor's degree.

H. Dental Assistant - serves as a receptionist-secretary and chairside assistant; does laboratory work.

1. Personal qualifications

a. Must be well groomed.

b. Must be friendly

c. Should know business procedures.

d. Take instructions easily.

2. Educational requirements

a. It is possible to get some training at the senior year in high school.

b. Vocational-Technical Education offers a course.

c. Two years of college with theoretical and clinical training.

d. At high school level, a diploma is issued but no certificate.

e. At college level a certificate is issued.

f. Certification is granted on examination by the Certifying Board of American Dental Assistants Association.

III. Examples of Health Service Careers with on-the-job training and possibly some classroom work.

A. Nurse aide - works directly with patients, assisting in feeding, bathing, and making beds.

1. Personal qualifications

a. Ability to work with ill people.

b. An interest in people.

INFORMATION SHEET

c. A desire to be of service.

2. Educational requirements

a. High school diploma preferred but not required.

b. Able to read

c. May be some in-service training by hospital.

B. Orderly - does the same as the nurses aide but also escorts patients to other departments in the hospital such as surgery.

1. Personal qualifications

a. Same as nurses aide.

b. Willingness to do all types of work.

2. Educational requirements

a. Same as nurses aide.

C. Housekeeping aide - works under the directions of executive housekeeper. Duties include cleaning of all types.

1. Personal qualifications

a. Steady worker

b. Clean and neat

c. Ability to follow directions.

2. Educational requirements

a. High school diploma preferred but not required.

b. Some experience in housekeeping is preferred.

c. There may be some in-service training by the hospital.

IV. Working in a health service without being paid a salary.

A. Volunteer in a hospital - may have some duties in a number of departments in the hospital.

1. Admitting - escort patients to their room by wheelchair.

2. Business Office - may perform necessary office jobs such as typing.

3. Supply - assists the nurse in charge.

INFORMATION SHEET

4. Coffee & Gift Shop - serve refreshments to patients and makes rounds of the floors with gift cart for guests.

5. Distributes patient mail.

B. Volunteer in a nursing home - usually about the same as a volunteer in a hospital depending on size of nursing home.

1. All of the duties as in being a hospital volunteer.

2. May read patients mail to them and often write letters for them.

3. Read books and newspapers to patients.

4. May require feeding an elderly patient.

5. Visiting with a patient who is lonely and has few visitors.

V. Some places to find employment in Health Service Careers.

1. Hospitals

2. Private practice

3. Nursing homes

4. Clinics

5. Industrial plants

6. Institutions

7. Schools

VI. Employment outlook for jobs in Health Service Careers.

A. Health careers is now number 2 in the number of jobs in the United States. Estimates show that health will be number 1 in the near future.

B. More health facilities and institutions are being built than any other public building.

C. Our population is expanding rapidly with more children and older people. These age groups need the greatest health service and care.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

ASSIGNMENT #1

FILMSTRIPS "NURSE" AND "NURSE AIDE"

After viewing the two filmstrips, answer the following:

1. What are the classifications of nursing?

   a.

   b.

   c.

2. What are some of the jobs of a L.P.N.?

   a.

   b.

3. What are some of the jobs of a medical technologist?

   a.

   b.

4. What does a R.N. do?

   a.

   b.

   c.

5. What does T.L.C. mean?

6. What does a nurses aide do?

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

ASSIGNMENT #2

PERSONALITY TRAITS

One of the best ways to assure yourself of high personality ratings from others is to be able to rate yourself, honestly and critically. The self-rating list for the IDEAL health worker, given below, will help to give you clues to the things health employers will look for in you. If you set high standards of performance for yourself, in your school work, at home, after school, among you friends, then your efforts at self-improvement will soon be noted by others. Start now to improve you personality so that when you begin on the job you will be prepared to make yourself a valued member of a health team.

HOW WELL WOULD YOU FIT THIS PICTURE OF THE IDEAL HEALTH EMPLOYEE?

Rate yourself as follows: (5) Excellent; (4) Very Good;
(3) Average; (2) Below Average;
(1) Poor

Rating

______ Clean uniform, attractive and appropriate dress.

______ Clear, well modulated voice.

______ Speaks correctly.

______ Easy controlled posture in bending, sitting, walking, and standing.

______ Good physical condition.

______ Poised and well-controlled, even under difficult conditions.

______ Enjoys people and being with people.

______ Courteous in dealing with patients and their relatives.

______ Good sense of humor, but not at the expense of others.

______ Evident sincerity in relations with children and adults.

______ Cooperates well with other staff members.

______ Is able to understand and appreciate the other fellow's problems and responsibilities.

______ Gives tender, kind care to those who are sick or need help.

______ Is prompt to report on the job and very reliable.

ASSIGNMENT SHEET #2

_____ Understands all the phases of the job and its relation to other jobs.

_____ Follows the rules and regulations of the institution and works to improve efficiency and working conditions.

HEALTH
A LOOK - A JOB - A FUTURE
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OTHER HEALTH SERVICE CAREERS

ASSIGNMENT #3

TYPICAL RULES AND REGULATIONS ESTABLISHED FOR HOSPITAL VOLUNTEERS

Below are a set of rules which have been established for the Hospital Volunteer Corps.

STUDY THESE RULES AND ANSWER THE QUESTIONS AT THE END OF THE LISTING.

1. The volunteer is responsible directly to the Director of Volunteers.

2. The proper uniform must be worn during all tours of duty.

3. It is the responsibility of the volunteer to notify the supervisor or the volunteer office of unavoidable absence. Volunteers may exchange days or get a substitute for such absence.

4. Changes of assignment may only be made with the chairman in charge. The volunteer is directly responsible to the head of department for the proper discharge of her duties.

5. Any accident or personal injury while on duty must be reported immediately to the volunteer office.

6. All volunteers are subject to the code of ethics governing the professional staff.

7. The volunteer, like the professional staff, represents the hospital to the general public and at all times is expected to be dignified, pleasant, quietly efficient and friendly.

7. Hospital affairs must be regarded as strictly confidential matters. Information concerning patients should never be solicited or discussed or passed on to other people either inside or outside of the hospital.

8. A volunteer should not ask the doctors or other professional staff for medical advice about herself or her family while on duty in the hospital.

9. Volunteers on duty may not visit with patients unless permission is given by the volunteer office.

10. Only emergency telephone calls may be received by the volunteer staff.

ASSIGNMENT SHEET #3

AFTER YOU HAVE READ THE RULES AND REGULATIONS FOR VOLUNTEERS, ANSWER THE FOLLWOING QUESTIONS BASED UPON THE RULES:

1. Following your request, you have been assigned duty in the Emergency Clinic. After a few weeks you decide that you are not happy in the assignment since there are occasions when people who are badly hurt appear for treatment. You become quite nervous when such situations occur.

   I WOULD ____

   ____

2. While you are one duty in the Sun Room or Waiting Room, there is a family that is obviously overwrought about the condition of a patient who is in the Recovery Room following serious surgery. A member of the family asks you to go into the Recovery Room and ask the Head Nurse whether the patient has come out of his anaesthesia and how he is doing.

   I WOULD ____

   ____

3. The mother of one of your school friends is in the hospital recovering from surgery. Your friend asks you to, "Look in on my mother while you are on duty, and let me know how she's getting along."

   I WOULD ____

   ____

4. One of your friends asks you about your work. When you proceed to give her a general idea about your duties, your friend comments that it is the general impression of the community that, "The hospital is not well run, and is badly understaffed."

   I WOULD ____

   ____

5. While you are on duty in the office as a volunteer clerk, someone has left the bottom drawer of a desk open, and as you pass, you badly bang your shins against the sharp corner of the desk. There is slight bleeding, but you have a bad bruise and swelling around the injury.

   I WOULD ____

   ____

6. On the afternoon when you usually report to duty, you are asked by a school officer to remain after school to perform some important job for which you volunteered and which must be done that day.

   I WOULD ____

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

ACTIVITY #1

AN AT HOME ACTIVITY

Watch a T.V. medical show such as "Medical Center" or "Dr. Welby" and list all of the different health service professions and careers you observed. Describe briefly what each was doing.

HEALTH
A LOOK - A JOB - A FUTURE
UNIT IV
OTHER HEALTH SERVICE CAREERS

EVALUATION

1. Choose any of the professions or careers we have studied including those in all four units which you may be interested in.

2. Write a paper stating the personal qualifications and educational requirements for your choice.

3. List places of finding employment in your choice.

4. Write a paragraph stating the reasons for your choice.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify and discuss places that employ child care workers or baby-sitters, list the personal qualifications of employees, and name places to get training or experience in child care and baby-sitting.

SPECIFIC OBJECTIVES

The student should be able to:

1. Name three areas of child care.
2. Define terms related to child care.
3. List five places that use child care workers.
4. List six personal qualifications of child care workers.
5. State in writing three places to get training and/or experience in child care.
6. Discuss the advantages of child care work.
7. Demonstrate the ability to obtain necessary information from parents before they leave a child.
8. Complete four statements of safety for baby-sitting.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheets.

   B. Provide students with information sheets.

   C. Discuss objective and information sheets.

   D. Provide students with student hand-outs and discuss.

   E. Provide students with activity and assignment sheets.

   F. Provide students with evaluation sheets, grade, and discuss.

II. Student:

   A. Read objective sheets.

   B. Read information sheets.

   C. Complete activity sheets.

   D. Complete assignment sheet.

   E. Complete evaluation.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

   A. Objectives

   B. Information sheets

   C. Student Hand-outs

      #1. The Baby-Sitter's Pledge

      #2. Suggested Games and Activities

   D. Assignment Sheet - Necessary Information For Baby-sitting

INSTRUCTIONAL MATERIALS

E. Activity Sheets:

#1 Play Dough

#2 Bean Bag

#3 Babysitting Tote Bag

F. Evaluation

G. Answers to Evaluation

II. Additional Suggested Activities:

A. Make a practice book for a young child. Use muslin. Include a zipper to open and close, buttons and button holes, shoe laces and holes to lace and tie, belt and buckle to close and open, ribbons to tie, and so on.

B. Using want ads in the paper, brouse and get ideas for jobs available. Then bring the ad with you - present a skit of a mother interviewing you for a job as a baby-sitter. What evidence or examples can you present to show the mother that you are reliable.

C. Make a community survey on: "What are the qualifications mothers want in girls and boys who care for children?" Compile and analyze the information. Check your code for baby-sitting presented to you in your materials for notebook and see how many you have from the survey.

D. Develop a Priorities Scale. What should a baby-sitter do first, second, and thrid in each of the following instances when responsible for a child? - - -

In case of fire:

1.

2.

3.

In case of illness:

1.

2.

3.

In case of accident:

1.

2.

3.

E. Collect and display a group of household articles that children can enjoy as much as commercial toys.

F. Make an illustrated booklet of "feel" pictures. Use velvet, stain, rubber, and so on.

G. Choose to tell the class a simple child's story. Then evaluate.

DID YOU TELL A GOOD STORY	YES	NO
1. Did the story have familiar people, place, events?		
2. Did it appeal to the child's imagination?		
3. Did it have lots of action?		
4. Did it frighten or upset the child?		
5. Did you know the story well?		
6. Did the child see you and hear you?		
7. Did you dramatize people and events?		
8. Did he seem to enjoy his listening experiences?		
9. Was he attentive?		

H. Evaluate a toy. Select the one you made or one you have that a younger member of your family has used. The chart below gives an idea of things to check.

	Excellent	Good	Fair	Poor
1. Does it work?				
2. Is it safe?				
3. Is it sturdy and well-constructed?				
4. Is it easily cleaned?				
5. Is the color lasting and harmless?				
6. Can it be used in many different ways?				
7. Is it designed to meet specific needs of pre-school children?				

INSTRUCTIONAL MATERIALS

	EXCELLENT	GOOD	FAIR	POOR
a. for active play?				
b. for creative or imaginative play?				
c. for dramatic play?				
8. Is the cost reasonable?				

I. Show films "Baby-sitter" from Health Department
"Bath and Baby" from Red Cross

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

INFORMATION SHEET

I. Child care areas

A. Baby-sitting - the responsibility of caring for children in their home while the parents are away.

B. Child Care Centers - establishments that care for many children from many families while the parents must be away from them.

C. Other child care services - other services you might want to perform if you are interested in caring for children in the future.

II. Terms and definitions

A. Day care centers - (also called child care centers, child development centers, or nursery) a facility which provides care for six or more hours of the 24 hour day.

B. Family day care home - a family home that provides care and protection for five or less children for part of the 24 hour day.

C. Employee - one who works for someone else.

D. Employer - one who hires others to work for him.

E. Duties - what you are expected to do on the job.

G. Infant - children not yet walking, usually under one-year old.

H. Toddler - a child one to three years old.

I. Nursery school - a facility for which the purpose is primarily educational.

J. Salary - wages or amount of money for which worker performs work.

K. Drop-in - a child that is cared for in a day care center for a few hours.

L. License - permission to operate a day care center given by the state, county, or city government.

INFORMATION SHEET

M. Commercial day care center - one that operates for a profit.

N. Voluntary day care center - one that operates primarily as a service to the community.

O. Public day care center - one that is supported by public funds; such as, local, state, or federal government.

III. Places that use child care workers.

A. Private homes

B. Churches

C. Schools

D. Day care homes

E. Day care centers

F. Bowling alleys

G. Civic organizations

H. Park department

I. Apartment complex

J. Hotels or motels

IV. Personal qualifications of child care workers.

A. Likes children and regards them warmly.

B. Pleasant attitude toward people.

C. Good healthy body, does not tire easily.

D. Clean and well groomed body, hair, and nails.

E. Is dependable and responsible.

F. Is calm in emergencies.

G. Knows when to be firm.

H. Can have a good time with children.

I. Is curious, helping children explore.

J. Wants to improve her understanding of children.

INFORMATION SHEET

- K. Recognizes and respects differences in children.
- L. Respects parents.
- M. Works well with others.
- N. Uses short sentences and a quiet, controlled voice when speaking with children.

V. Where to get training and/or experience

- A. Experience at home with younger brothers and sisters.
- B. Experience baby-sitting.
- C. Assisting with church school nursery.
- D. Home Economics classes in Middle school.
- E. Home Economics in Senior High school.
  1. Cooperative Vocational Education - Child Care
  2. Cooperative Vocational Education - Home Economics Related Occupations
  3. Child Development classes
  4. Family Living classes
  5. General Home Economics classes
- F. Workshops offered child care workers.
- G. Courses offered by junior colleges for associate degree in child care.
- H. College or University courses which may or may not lead to a degree.

VI. Advantages of Child Care Work

- A. Preparation for parenthood
- B. Understanding self
- C. Understanding other members of family
- D. Joy and satisfaction of helping others
- E.. Type of work that combines well with rearing children
- F. Financial benefits

INFORMATION SHEET

VII. Things to consider before accepting a job.

- A. Salary or fee you will be paid
- B. Duties you are expected to perform
- C. Hours you will work
- D. How you will get to work

VIII. Information needed before employer leaves

(NOTE: You may want to keep a notebook with the following information about each new job.)

- A. Child's name
- B. Phone number where the parents can be reached
- C. Time to expect the parents home
- D. Name and phone number of a relative to call in case of emergency
- E. Name of the baby's doctor and his phone number
- F. Hospital address and phone number
- G. Neighbor's name and phone number
- H. Fire department phone number
- I. Police department phone number
- J. When, where, and what you should feed the baby
- K. What time you should put the child to bed
- L. What to do in case of emergency

IX. Safety rules to follow in baby-sitting

- A. General (Transparency - The Baby-Sitters Pledge)
  1. Keep all sharp-edged objects away from children
  2. Make sure all medicines and poisons are kept out of the child's reach
  3. Remove skates, toys, and other items from stairways and walkways
  4. Keep drawers closed

INFORMATION SHEET

5. Do not allow the child to play with matches or cigarette lighters

6. Unplug irons, electric skillets, and other appliances when not in use

7. Keep window screens and screen doors closed and fastened

8. Do not let strangers in the house

9. Do not let a young child play outside by himself

   (NOTE: Do not expect a child under three years old to stay out of the street.)

B. If child has an accident

   1. Keep calm

   2. Size up situation

   3. Make child comfortable

      (NOTE: Don't move child until the nature of injury is known.)

   4. Call parents, neighbor, and/or doctor

   5. Give as little treatment as possible until some adult takes over

C. If child becomes ill

   1. Call parents

   2. Make child comfortable

   3. Call doctor if necessary

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

STUDENT HAND-OUT #1

THE BABY-SITTER'S PLEDGE

"I have one of the most responsible jobs in the world.

I am in charge of a priceless possession.

From the moment I start my duties until the parents return, I will keep awake, alert, watchful.

I will be prepared to meet any emergency or accident or illness.

I will know how and where to call the doctor, the police, the fire department, and the place where the parents, near friends, or neighbors may be reached.

I will know how to properly care for simple burns, cuts, and bruises.

When entering a strange home, I will take careful note of my surroundings, and will observe, and if possible correct, any condition that may cause an accident during my presence.

I will not permit my charges to play around range, electrical appliances, or upon stairways

I will not permit them to play with matches, knives, or other sharp objects, or with unsafe toys.

I will feed my charges only what mother specifies.

I will lock all outside doors after parents leave, and will not open them to strangers.

I will faithfully follow other instructions.

I will not entertain friends without the permission of my employers.

I am fully aware that a child's life is in my hands.

I will do all in my power to protect that life."

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

STUDENT HAND-OUT #2

SUGGESTED GAMES AND ACTIVITIES

I. To make spool beads (young children)

   A. Gather empty thread spools (Large size buttons may also be used)

   B. Paint spools in various colors (Be sure paint does not contain lead)

   C. Allow spools to dry

   D. String spools on heavy elastic thread

   E. Knot elastic thread

II. To make cardboard puzzle (3 years or older)

   A. Get piece of corrugared cardboard approximately 8" X 10"

   B. Find simple, colorful picture in magazine; cut out

   C. Glue picture to cardboard; let dry

   D. Cut cardboard into 4 to 8 pieces

   (NOTE: Keep pieces of puzzle in small plastic bag when not in use.)

III. Hammer and nail activitiy (4 years or older)

   A. Find mesh potato bag

   B. Collect scrap pieces of wooden blocks

   C. Find 10 large size nails (keep these in a small container)

   D. Get mallet hammer from dime store

   E. Let child hammer the nails into the wooden blocks

IV. Ring throwing activity (2 years or older)

   A. Collect 8 to 10 fruit jar rings

   B. Place dowel rod into styrofoam block

   C. Let child try to loop rings on dowel rod

STUDENT HAND-OUT #2

V. Rainy day train or house activity

   A. Place seven chairs together close to table

   B. Place blanket or sheet over chairs and edge of table

   C. Allow children to play under table and chairs

   (NOTE: Boxes may be used outside for this purpose)

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
BABY-SITTING

ASSIGNMENT SHEET - NECESSARY INFORMATION FOR BABYSITTING

1. Name of children: ____________________

   Phone numbers: (Place where they can be easily found and seen, preferably by the phone)

   Where parents may be reached: ____________________

   Family Doctor: ____________________

   Neighbor: ____________________

   Police: ____________________

   Fire Department: ____________________

2. Obtain complete instructions from parents as to:

   A. Children's habits - bedtime and nap time

   B. Children's food - where food is kept and directions for preparing food

   C. Available toys

   D. Know how to light range

   E. Whether or not snacks are allowed - and what

   F. How to fasten high chair securely

   G. Where clothing is kept

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

AT HOME OR CLASSROOM ACTIVITY SHEET #1

PLAY DOUGH

I. Equipment
  A. Measuring cups
  B. Large bowl
  C. Spoon
II. Procedure -- Recipe 1
  A. Gather ingredients
    1. 1 cup flour
    2. ½ cup salt
    3. Cold water
    4. Food coloring, if desired
  B. Add salt to flour; mix
  C. Add water to make pie dough consistency
III. Procedure -- Recipe 2
  A. Gather ingredients
    1. 2 cups flour
    2. 1 cup salt
    3. 3/4 to 1 cup water
    4. Food coloring
  B. Add food coloring to water
     (NOTE: Use a deep color since children enjoy these)
  C. Mix flour and salt well
  D. Gradually add the water and mix

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
BABY-SITTING

AT HOME OR CLASSROOM ACTIVITY SHEET #2

BEAN BAG

Suggested for the child 2½ years of older

I. Equipment

- A. Scraps of material
- B. Sewing machine
- C. Bag of beans

II. Procedure

- A. Make a paper pattern

  (NOTE: The following shapes might be used: flower, mushroom, butterfly, heart, square, circle, bug, fish, or frog)

- B. Cut pattern out of scraps of material
- C. Add decorations as desired-button eyes, felt nose, etc.
- D. Stitch either by hand or machine (Leave opening of about 2 inches)
- E. Clip corners
- F. Turn material to right side
- G. Add beans
- H. Slip stitch the opening to close

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

ACTIVITY SHEET #3

BABY-SITTING TOTE BAG

Use ½ yards of cotton material. Take off 5 inches from the side for the draw string.

Figure 1

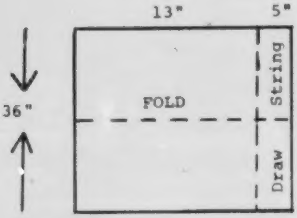
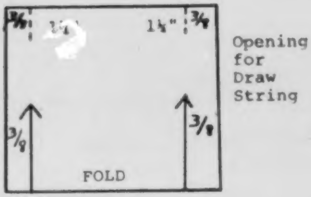
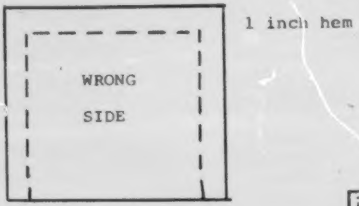

13"
5"
36"
FOLD
Draw String

Figure 2


3/4
1½"
1½"
3/4
Opening for Draw String
3/8
3/8
FOLD

Sew side seams and press seam open. Press down ½ inch to start the hem, then measure 1 inch and press down again, machine stitch down the hem.

Figure 3


1 inch hem
WRONG
SIDE

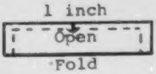

1 inch
Open
Fold

Figure 4.

Press draw string into half and stitch turn and press and whip up opening, press and run through the hem of the bag.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

EVALUATION

1. Define the following terms:

   a. cooperate

   b. responsibility

   c. routine

2. State three benefits from baby-sitting in your own words:

   a.

   b.

   c.

3. List three ways of finding a baby-sitting job:

   a.

   b.

   c.

4. Name four characteristics of a good baby-sitter:

   a.

   b.

   c.

   d.

5. Complete the following statement on safety for baby-sitting:

   a. Remove skates, toys, and other items from __________ and walkways.

   b. Make sure all medicines and ___________ are kept out of childrens reach.

   c. Do not let a young child play outside by ___________.

   d. Do not let _______________ in the house.

EVALUATION

6. Name three areas of child care:

   a.

   b.

   c.

7. Define the following terms:

   a. Infant -

   b. Toddler -

   c. Commercial day care center -

   d. Family day care home -

8. List five places that use child care workers:

   a.

   b.

   c.

   d.

   e.

9. List six personal qualifications of child care workers:

   a.

   b.

   c.

   d.

   e.

   f.

10. In your own words, discuss the advantages of child care work:

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT I
CHILD CARE AND BABY-SITTING CAREERS

ANSWERS TO EVALUATION

1. a. Cooperate - to work together harmoniously
   b. Responsibility - reliable, trustworthy
   c. Routine - a regular course of action
2. Any of the ones listed in II of the information sheet
3. Any of the ones listed in III of the information sheet
4. Any of the ones listed in IV of the information sheet
5. a. stairways
   b. poisons
   c. himself
   d. strangers
6. a. baby-sitting
   b. child care centers
   c. other child care services
7. a. Infant - children not yet walking, usually under one-year old
   b. Toddler - a child one to three years old
   c. Commercial day care center - one that operates for a profit
   d. Family day care home - a family home that provides care and protection for five or less children for part of the 24 hour day
8. Any of those listed under III in the information sheets
9. Any of those listed under IV in the information sheets
10. To the satisfaction of the teacher

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss commercial and voluntary child care center facilities and types, define public child centers, state the careers in a child care center, their duties, qualifications, training, and salary range.

SPECIFIC OBJECTIVES

The student should be able to:

1. Define mental development, physical development, and social development.
2. Describe in writing the facilities of a commercial child care center.
3. Name three types of commercial child care centers.
4. Describe in writing the facilities of a voluntary child care center.
5. Name two types of voluntary child care centers.
6. Discuss public child care centers.
7. Define the following terms: child development, aide, assist, occupation.
8. List the personal qualifications of a child care worker.
9. Name the six careers on the child care career ladders.
10. Choose one career on the child care ladder and state the duties, qualification and/or training required, and the salary range.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information sheets.
- C. Discuss objective and information sheets.
- D. Provide students with Student Hand-Out and assignment sheets.
- E. Discuss Student Hand-Out and assignment sheets.
- F. Provide students with activity sheet.
- G. Provide students with evaluation sheets, grade, and discuss.

II. Students:

- A. Read objective sheet.
- B. Read information sheet.
- C. Complete assignment and activity sheets.
- D. Complete evaluation.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

- A. Objectives
- B. Information sheets
- C. Student Hand-Out - "How to Observe in a Child Care Center"
- D. Assignment sheet #1 - "Observe In a Day Center"
  Assignment sheet #2 - "Volunteer Work in a Child Care Center"
- E. Activity sheet - Organize a Baby-sitting Service
- F. Evaluation sheets
- G. Answers to evaluation

INSTRUCTIONAL MATERIALS

II. Additional Suggested Activities:

A. Invite a group of girls from the Occupational Child Care Class at Northwest Classen to discuss Baby-sitting. Contact Mrs. Velda George in the Child Care Center at Northwest.

B. View film: "Little World" Order from State Health Department.

C. Invite a Day Care Center Director to speak on "What I Look for in My Employees."

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

INFORMATION SHEETS

I. Definitions and Terms:

A. Absenteeism - missing work often

B. Commercial child care centers - licensed businesses that care for children with the object of making a profit

C. Custodial care - physical care and protection

D. "Drop-in" - an unexpected child cared for for a short period of time in a child care center

E. Facilities - building or equipment built for a special purpose

F. Family Day Care Home - a private home licensed to care for five or less children

G. Licensed - permission granted by the state to engage in the business of child care

H. Mental development - growth of the mind

I. Physical development - growth of the body

J. Pre-school - having to do with children three and four years of age

K. Public child care center - licensed child care services supported by public funds and operated without profit

L. Social development - growth in the ability to get along with others

M. Sponsor - to accept responsibility for child care center

N. Voluntary child care center - licensed child care services sponsored by an organization and operated without profit

(NOTE: The term "Day Care Center" and "Child Care Center" may be used interchangeably.)

II. Commercial Child Care Centers

A. Profit-making child care centers

1. Owned by one person

2. Owned by a group of people

INFORMATION SHEETS

B. Facilities

  1. Private homes adapted for child care

  2. Building remodeled for child care

  3. Building designed for child care centers

C. Types

  1. Pre-school

    a. Child attends half day only

    b. Major part of training of child similar to kindergarten

  2. Child Development Centers

    a. Helps child develop physically, socially, and mentally

  3. Custodial Care

    a. Care provided by hour, day, or twenty-four hours

    b. Provides supervised play, snack, lunch, and rest--or physical development

    c. "Drop-in" care usually available

  4. Family Day Care Homes

    a. Five or less pre-school children cared for in a family home

    b. Home-like child care atmosphere

    c. Schedule includes play, eating, and rest

III. Voluntary (Non-profit) Child Care Centers

A. Operated or sponsored by a group without profit

  1. Churches

    a. May contribute financial support

    b. Provides space and some equipment

    c. May provide volunteer workers

2. Civic Organizations
    a. Financial support
    b. Provide equipment
    c. May provide volunteer workers

B. Facilities
1. Usually housed in education facilities of sponsoring church
2. May be designed for child care center and other uses

C. Hours in operation
1. Commonly five days - Monday through Friday
2. Usually 6:30 a.m. to 6:00 p.m.

D. Types
1. Child Development Centers
    a. Activities and daily schedule designed for social, mental, and physical development of child
    b. May include pre-school for half-day
    c. May include Kindergarten for half-day
    d. Kindergarteners and school-age children cared for after school
    e. Provide snacks, lunch, and rest
    f. "Drop-in" care may be available if enrollment not filled
2. Custodial care
    a. Provide physical care through play
    b. Regular schedule for food and rest
    c. "Drop-in's" usually accepted
3. Pre-school
    a. Some may offer half-day services for developing child physically, mentally, and socially.

INFORMATION SHEETS

4. Cooperative centers
    a. Organized and operated by parents
    b. Parents contribute time, talent, and funds
    c. Usually operated on a half-day basis
    d. Organized for developing the child physically, socially, and mentally
5. Short-term - "Mother's Day Out"*
    a. A volunteer service usually operated by church groups
    b. Children cared for hourly or all day
    c. Usually one day a week
6. Short term - "Church Nurseries"*
    a. Child care provided members, or visitors, during meeting times
7. Industry sponsored child care centers
    a. Operated by an industry or business for employees
    b. Improves employer-employee relationships--prevents absenteeism
    c. Children near for delivery and pick-up
8. Short-term - Business related*
    a. Child care offered for convenience of customers; such as; bowling alleys

IV. Public Child Care Centers
  A. Authorized by the Federal Government
    1. Financed by tax money
    2. Provides free service for those in need
    3. Graduated fees for others

*No Day Care Center License required at present time.

INFORMATION SHEETS

- B. Types of available programs
  - 1. Enrichment programs for half-day; for example-Headstart
  - 2. All day care provided for all phases of child development

V. Definitions and Terms

- A. aide - one who helps or assists another
- B. assist - to help
- C. child care - guiding and looking after children or a child
- D. child development - how a child grows physically, socially, emotionally, and mentally
- E. Early Childhood Education - the study of how to understand and teach children under eight years of age
- F. equipment - physical resources of a child care center
- G. occupation - the business of one's life
- H. staff - people who assist a director in carrying out the task of operating a child care center
- I. supervise - oversee
- J. title - a name that describes what a person does, or who he is
- K. workshop - training and skills given to people employed in the field of child care

VI. Staff

- A. Success or failure of child care program depends on staff
  - 1. Assumes responsibilities assigned
  - 2. Enriches daily program with personal touch
- B. Personal Qualifications
  - 1. Must understand children
  - 2. Need to be warm, sensitive to needs of others
  - 3. Is dependable and responsible

INFORMATION SHEETS

4. Is calm in emergencies
5. Works well with others
6. Is well groomed

VII. Career Ladder

(NOTE: Each center has own titles for workers--some of the most common job titles will be discussed.)

A. Child Care Aide

1. Entry level occupation
2. Other titles might be: aide, child development aide
3. Works with children under direct supervision
4. Duties
    a. Assists in all areas of work by:
        1. supervising indoor or outdoor activities
        2. serving snacks
        3. assisting with toilet training
        4. cleaning and straightening area in use
    b. May be expected to:
        1. attend staff meetings
        2. attend at least one workshop per year
5. Qualifications and/or training
    a. Usually 16 years or older, in good health
    b. Preferably on-the-job experience
        1. while enrolled in a child care training program
        2. working with pre-school children
            a. in church school
            b. volunteer work in cooperative centers
            c. baby-sitting
            d. with own children

        c. Must be willing to take directions

        d. Must be willing to cooperate with other staff members

    6. Salary

        a. All workers in child care centers come under the Minimum Hour and Wage Law

            1. at present time - $2.00 an hour

            2. more depending on experience and type of day care center

B. Assistant child care workers

    1. Other suggested titles: assistant child care teacher, assistant child care leader

    2. Assists the leader of a group--may be temporarily in charge

    3. Duties

        a. Assist lead teacher in preparing materials for children's use

        b. Leads children's activities under supervision of lead teacher

        c. May have some responsibility in planning activities for children

        d. Supervises activities

        e. Cares for all needs of children:

            1. snacks
            2. rest
            3. toileting

        f. Attends staff meetings and required workshops

    4. Qualifications

        a. Preferably a high school graduate:

            1. with a high school course in child care and development
            2. with an adult program in child care and development
            3. with two years experience

INFORMATION SHEETS

5. Salary
    a. Workers are paid on a graduated pay scale
        1. depends on experience
        2. Beginning at $2.00 per hour

C. Child Care Leader
1. Other suggested titles: lead teachers, lead worker
2. Responsible for a group of children
3. Responsible to the Director and Assistant Director
4. Duties
    a. Plans schedule of activities for children in her care
    b. Plans work schedule for assistants and aides
    c. Supervises assistants and aides
    d. Follows through on planned activities
    e. Attends staff meetings and required workshops
5. Qualifications and/or Training
    a. Prefer associate degree or technical school diploma in child care and development
    b. High school graduate with training in child care and development and experience
    c. Two or more years working directly with the children
    d. Advancing from entry level position
6. Salary
    a. All salaries vary from one center to another
        1. $1.75 - $2.15 per hour - beginning
        2. Maximum depends on education and experience

D. Pre-school teacher

1. Other suggested titles: Nursery school teacher, Kindergarten teacher (for five-year-olds)

2. Teaches children three-years-old through five-years-old

3. Responsible for planning educational experiences in all phases of development for children

4. Responsible to the Director

5. Duties:

   a. Plans activities for morning (or day) for children in her class

   b. Plan activities for children to help develop them:

      1. socially - games that involve sharing, taking turns, activities working and playing together, music, and crafts
      2. physically - health, exercise (indoor and outdoor play), snacks, rest, motor development--art, music, etc.
      3. mentally - pre-math and science skills, language arts, and social studies

   c. Attends staff meetings

   d. May plan parents meetings

   e. Keeps up-to-date by attending workshops or additional college courses

6. Qualifications and/or training

   a. Must have a Bachelor's degree and teacher certification

   b. Prefer degree in early childhood education

7. Salary

   a. Pre-school - with teaching certificate from $2.00 to $2.45 per hour beginning salary

   b. Kindergarten - $2.45 an hour to State teacher's scale in public school, $6,000 per year beginning

E. Assistant Director

1. Other suggested titles: assistant supervisor

2. Assists director of a child care center

INFORMATION SHEETS

3. Duties:
    - a. Assists director with scheduling and supervising
    - b. Plans and directs program for children
    - c. May assist with purchase of supplies and equipment
    - d. May have some teaching responsibilities
    - e. Assists in answering inquiries from the public
    - f. Attends staff meetings and workshops
4. Qualifications and/or training
    - a. Bachelor's degree plus experience in child development or early childhood education preferred
    - b. May earn position by stepping up ladder from child care aide working several years at each level
5. Salary
    - a. $2.00 to $3.45 per hour
    - b. Maximum depends on education and experience

F. Director

1. Other suggested title: Supervisor
2. Responsible for business and personnel of center
3. Duties
    - a. Responsible for full operation of the center
    - b. Interviews and hires all teachers and staff
    - c. Responsible for securing supplies and equipment
    - d. Responsible for welfare of children
    - e. Has no teaching responsibilities
    - f. Plans staff meetings
    - g. Informs staff of workshops and training available
    - h. Responsible for scheduling of workers and staff
    - i. Recommends and establishes policies effecting staff and children, such as:

INFORMATION SHEETS

1. Salaries, employee benefits
2. Hours of operation, etc.

4. Qualifications and/or training
    a. Bachelor's degree (Master's preferred) plus experience and certification
        1. In early childhood education
        2. In child care and development
    b. Position may be secured through experience and training
        1. May work up the ladder of child care occupations
        2. May have several years experience at each level
5. Salary
    a. $450 to $650 a month
    b. Maxiumu depends on education and experience

G. Other staff members
    1. Cook
    2. Custodian
    3. Housekeeper
    4. Secretary

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

STUDENT HAND-OUT

HOW TO OBSERVE IN A CHILD CARE CENTER

1. Call a child care center and make an appointment to observe when it is convenient for them.
2. Find out to whom you report when you arrive.
3. Report to that person the time of your appointment.
4. They will show you around, if they have the time. If not, and there are hallways, ask if you may just look in different rooms.
5. Ask if you can observe in one room for awhile.
6. When observing, sit in one spot in the room.
7. Do not move around.
8. Do not play with the children or interact in anyway unless the adult in charge invites you to do so.
9. Speak to the children only if they speak to you, be pleasant and smile, but remain aloof so the routine is not distrubed.
10. Sit very quitely and gather your information.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

ASSIGNMENT SHEET #1

OBSERVE IN A DAY CARE CENTER

Date____________________Time of day______________Name_________________

Observe in a child care center and record the following information:

1. The center was housed in a (type of facility)__________________

   ____

2. Obviously the type of center was classed as: (commercial, voluntary, or public)______________________________

   Because:____

3. The days the center takes care of children are:________________

   ____

4. Children may be left at the center between the hours of________

   and___________________.

5. The age group I observed was the_________________________________

6. The equipment they had in the room was___________________________

   ____

   ____

7. There were __________ children in the room and _________ of workers.
   number

8. There were __________ doors and ________ windows making the room

   ________________________________.

9. Describe what the workers did while you were there.____________

   ____

   ____

10. Describe how the children reacted to the workers______________

    ____

ASSIGNMENT SHEET #1

11. Was the license where you could see it___________, if so record the date here____________________.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

ASSIGNMENT SHEET #2

VOLUNTEER WORK IN A CHILD CARE CENTER

Could be a Church Nursery

Volunteer an hour or two of your time to assist a worker in one of the following places:

1. Church nursery during the worship service (morning or evening)
2. Church school, toddler or pre-school class
3. Toddler, two's or pre-school group in a Child Care Center near you.

Before you go:

With your classmates and teacher make a list of some of the things you could do with the children that would not disturb their routine: Examples-pick up toys no longer in use, assist children with hard to handle dress routines, read a child or two a story, interest child who seems to have nothing to do, in a toy or puzzle or sing songs with a child or two and etc.

From your activity record the following information:

Date__________ Time of day____________ Name____________________

Time spent________________ With age group__________________

List all the things you did while you worked____________________

____

____

Describe two things that you did with the children in detail________

____

____

____

Make a statement as to your reactions to working with young children

____

____

____

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

ACTIVITY #1 - ORGANIZE A BABY-SITTING SERVICE

I. Work in groups of four (4).

II. Prepare to organize a baby-sitting service.

- A. Explore your neighborhoods.
  - 1. Take a census of families with children.
  - 2. Discover those that require baby-sitters.
  - 3. Decide on what hours they require baby-sitters.
- B. Jobs available for your service.
  - 1. Discuss how to contact parents and offer your services.
  - 2. What price should be charged.
  - 3. Decide on who will baby-sit to fill the different jobs.
- C. Secure jobs for your service.
  - 1. Contact parents.
  - 2. Fulfill the job assignment.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

EVALUATION

I. Define the following terms:

   A. Mental development -

   B. Physical development -

   C. Social development -

II. Describe in your own terms the facilities of a commercial child care center.

III. Name three types of commercial child care centers.

   A.

   B.

   C.

IV. Describe in your own terms the facilities of a voluntary child care center.

V. Name two types of voluntary child care centers.

   A.

   B.

VI. Discuss in your own terms public child care centers.

VII. Define the following terms:

   A. Child development -

   B. aide -

   C. assist -

   D. occupation -

   E. supervise -

EVALUATION

VIII. List four personal qualifications of a child care worker.

A.

B.

C.

D.

IX. Name three careers on the Child Care Career ladder.

A.

B.

C.

X. Choose one career on the Child Care Career ladder_______________.

List two duties

A.

B.

List one qualification and/or training required.

A.

Minimum salary____________________

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT II
WORKERS IN CHILD CARE

ANSWERS TO EVALUATION

I. A. Mental development - growth of the mind

B. Physical development - growth of the body

C. Social development - growth in the ability to get along with others

II. To the satisfaction of the teacher

III. Any of the ones listed in II, C, of the information sheets.

IV. To the satisfaction of the teacher.

V. Any of the ones listed in III, D, of the information sheets.

VI. To the satisfaction of the teacher.

VII. A. Child development - how a child grows physically, socially, emotionally, and mentally.

B. aide - one who helps or assists another.

C. assist - to help

D. occupation - the business of one's life.

E. supervise - oversee

VIII. Any of the following:

A. Must understand children.

B. Need to be warm, sensetive to needs of others.

C. Is dependable and responsible.

D. Is calm in emergencies.

E. Works well with others

F. Is well groomed

ANSWERS TO EVALUATION

IX. Any of the following:

- A. Child Care Aide
- B. Assistant child care workers
- C. Child Care Leader
- D. Pre-school teacher
- E. Assistant Director
- F. Director

X. Refer to information sheets

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT III
THE CHILDREN IN CHILD CARE CENTERS

TERMINAL OBJECTIVE

After completing this unit, the student should be able to describe the children in child care centers, and list ways to help the child develop physically, emotionally, and intellectually; state the qualifications a person needs to work in special child care services, state ways child placing agencies place children, and list types of special programs where child care workers may be needed.

SPECIFIC OBJECTIVES

The student should be able to:

1. Write a paragraph about who are the children in Child Care Centers.
2. Describe in three statements what the children in Child Care Centers are like.
3. List two ways to help a child develop physically.
4. List three ways to help a child develop emotionally.
5. List two ways to help a child to develop intellectually(mentally).
6. Define foster parent/home, mentally handicapped, physically handicapped, and volunteer.
7. State in writing two qualifications that a person needs to work in Special Child Care Services.
8. Name three types of special services.
9. State two ways Child Placing Agencies place children who need to be taken care of.
10. List three types of special programs where child care workers may be needed.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT III
THE CHILDREN IN CHILD CARE CENTERS

SUGGESTED ACTIVITIES

I. Instructor:

A. Provide students with objective sheet

B. Provide students with information, student hand-outs, and assignment sheets.

C. Discuss objectives

D. Discuss information sheets, student hand-outs, and assignment sheets.

E. Provide students with evaluation sheets, grade, and discuss.

II. Students:

A. Read objective sheet

B. Study information sheets

C. Complete assignment sheets

D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

A. Objectives

B. Information sheets

C. Student hand-out - Action Songs and Fingerplays
Do - Do Not, Don't Use Don't - Say

D. Assignment sheet #1 - Who, What, and How
#2 - What They're Like
#3 - How to help them

II. Additional Suggested Acitivites:

A. Have students make up some action Songs and Fingerplay.

B. Look in magazines and newspapers for pictures of children who are expressing emotions such as love,anger, enjoyment,

INSTRUCTIONAL MATERIALS

and etc., Make a Bulletin Board from these pictures.

C. Observe a pre-school child at play and record what activities he was involved in and how long he spent with each activity.

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT III
THE CHILDREN IN CHILD CARE CENTERS

INFORMATION SHEET

I. Who they are

  A. Children from three months to six years, or older

    1. Of working parents

    2. Whose parents, for some reason, need someone to care for them

    3. Cared for by a "substitute parent" in a "home away from home."

  B. Children grouped as to age or physical development

    1. Infants - birth to one year

      a. Needs constant care

      b. Totally dependent upon others

    2. Toddler's - one and two years old

      a. Begins to walk well

      b. Begins to talk

      c. Begins feeding self

      d. Begins toilet training

    3. Pre-schoolers - three to five years old

      a. May be divided into Three's and Four's

      b. More independent

        1. Walks, talks exceptionally well
        2. Is usually well toilet trained
        3. Feeds self fairly neat
        4. Dresses self with a minimum of help

    4. Kindergartners - five years old

      a. Basic motor skills well developed

      b. Small muscle development ready for skillful training

INFORMATION SHEET

5. School-age - six years and above
    a. Children needing "substitute parent":
        1. After school
        2. During school vacations

II. What they are like
- A. A real person seeking:
    1. Acceptance
    2. Love
    3. Praise
    4. Approval
- B. Children wanting guidance and discipline
- C. Most children are:
    1. Enthusiastic
    2. Alert
    3. Creative
    4. Active
    5. Curious
- D. Some children may be:
    1. quiet
    2. shy
    3. noisy
    4. outgoing
- E. Normal children show emotions, such as:
    1. happy/sad
    2. smile/cry
    3. love/hate

INFORMATION SHEETS

III. How they can be helped

- A. Help the child develop physically by providing:
  - 1. Equipment
    - a. Outdoor equipment to climb, push, ride, run, etc.
    - b. Indoor equipment to life, cut, draw, experiment, pretend.
  - 2. Time schedule to allow:
    - a. Balanced activities
    - b. Snacks and lunch to replace energy, aid growth
    - c. Rest for growth and well-being
- B. Provide materials and time for children to develop social skills.
  - 1. Time to be with other children
    - a. to talk
    - b. to interact
    - c. to sing
    - d. to share ideas
    - e. to eat together
  - 2. Materials to share
- C. Help the child develop emotionally
  - 1. Help him understand his emotions, for example:
    - a. why he gets angry, wants to hit
    - b. why he gets his feelings hurt
    - c. why he hurts others feelings
    - d. why he likes to love someone
    - e. why he doesn't like someone
    - f. why he cries
    - g. why he feels good when he's happy

INFORMATION SHEETS

2. Help him to control his emotions
3. Help him recognize individual difference
    a. why some people are sad
    b. why some don't like to share, etc.
4. Learn to treat the cause through praise or punishment
    a. help child learn by praising the good things he does
    b. help child learn by proper punishment

    (NOTE: Punishment does not mean hitting, spanking; rather disapproval or removal from a group. Each center has its own ways to punish.)

D. Help the child develop intellectually (mentally)

1. Provide equipment and time to develop his mind
    a. read to him
    b. teach him songs, fingerplays
    c. play games with him
        1. Lotto games
        2. Pre-math games
2. Allow time to be curious
    a. when he asks why, let him discover on his own
    b. let him experiment with many materials
    c. don't give him all the answers, help him find the answers--give guidance
3. Provide him with many experiences
    a. field trips
    b. special guests, such as community workers
    c. films on:
        1. places to go
        2. things to see and do
        3. people of other cultures
        4. animals and their purpose
        5. many others

INFORMATION SHEETS

IV. Terms and Definitions

- A. advantageous - beneficial, profitable
- B. foster parent/home - people rearing a child, that is not their own, in their home
- C. institutional - pertaining to a group organized or established to perform a particular function
- D. mentally handicapped - a disadvantage of the mind that makes achievement unusually difficult
- E. missionary - characteristics of religious, charitable work
- F. monetary - pertaining to or concerning money
- G. patience - being tolerant and tender
- H. physically handicapped - a bodily disadvantage that makes achievement unusually difficult
- I. volunteer - to enter into some service of one's free will

V. Qualifications for Special Child Care Service

- A. Personal qualifications needed in addition to those listed in Unit I
  - 1. extreme patience
  - 2. understanding and the ability to put one in another's place or feelings
  - 3. ability to accept handicap
- B. Training
  - 1. Varies with need
  - 2. Some work requires specialized training, such as college
  - 3. Other work requires willingness to help
  - 4. Training in child care and development advantageous

VI. Types of special services

- A. Institutional
  - 1. Public institutions
    - a. supported by state funds

INFORMATION SHEETS

- b. Provided for those with special problems, example: physically handicapped
    - 1. School for Deaf, Sulphur, Oklahoma
    - 2. School for Blind, Muskogee, Oklahoma
- c. Special training needed for teachers

2. Voluntary institutions
    - a. Supported by:
        - 1. church funds
        - 2. community funds
    - b. Home provided for children
        - 1. without parents
        - 2. with one parent
        - 3. Examples: Baptist Children's City and St. Joseph's Children's Home
    - c. Special services provided for children and adults by the community
        - 1. Dale Rogers Center for mentally handicapped
        - 2. Cerebral Palsy Center for physically handicapped

3. Commercial institutions
    - a. Few institution for children are operated for a profit
    - b. Usually operated for children with severe problems
        - 1. Children too difficult to care for at home
        - 2. Care is like a nursing home

B. Child Placing Agencies

1. Place children in homes for adoption
    - a. Children in institutions that need a permanent home
    - b. Children that may not have parents
2. Place children in foster home temporarily because:
    - a. Parent or parents may be ill
    - b. Financial problems in own home
    - c. Adjustment period following death of one parent
    - d. Adjustment to separation of parents

- e. Time spent with foster parents may be brief, few weeks to few months

3. Place children in foster home for extended period
    - a. Adoption neither possible nor probable
    - b. May need family setting away from an institution
    - c. May live with foster family a year to several years
4. Public Child Placing Agency
    - a. Authorized through the Department of Institutions, Social and Rehabilitative Services
    - b. Places children in adoptive homes
    - c. Place children with foster parents
        1. Foster parents (and home) must meet certain standards
        2. State pays for clothing and medical expense of child
        3. Depending on age of child, the State pays foster parents $65 a month and up for child care
5. Private Child Placing Agencies
    - a. Licensed by the State Department of Institutions, Social and Rehabilitative Services
    - b. Supported by church or community funds, examples:
        1. Methodist Child Services
        2. Catholic Charities
        3. Sunbeam Home and Family Service
    - c. Place children in adoptive homes
    - d. Place children in foster homes
        1. Home must meet standards set by Placing agency and the State
        2. Most foster parents take children for
            - a. love
            - b. missionary service
            - c. usually no monetary returns

- e. Advantages of being a Foster Parent
    - 1. Fun of sharing home and love with child in need
    - 2. Usually receive love in return
    - 3. Some foster parents have "many" children
- f. Disadvantages of being Foster Parent
    - 1. May have heartbreak at returning child to real parent or institution
    - 2. No profit involved

VII. Special programs

- A. Summmer recreation
    - 1. Park program - young people with special skills are employed to teach younger children
    - 2. Summer camps - young people share knowledge previously learned with youngsters
        - a. Some work as volunteers
        - b. Some staff is salaried
    - 3. Child care and development courses advantageous
- B. Youth organizations
    - 1. Usually volunteer service which helps youth gain skills and experience
    - 2. Salaried staff has specialized training
    - 3. Types of civic organizations:
        - a. Y.M.C.A. or Y.W.C.A.
        - b. Girl or Boy Scout Programs
        - c. Bluebird and Campfire Programs
        - d. Baseball, softball, or football leagues
- C. Volunteer Work
    - 1. At Hospitals
        - a. Candystriper - may or may not work with young children
    - 2. Helps youth gain experience and responsibility
    - 3. Often leads to employment
    - 4. Desire dependable young people, 14 years or older

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT III
THE CHILDREN IN CHILD CARE CENTERS

STUDENT HAND-OUT

ACTION SONGS AND FINGERPLAYS:

FIVE LITTLE DUCKS
Tune: Bell Bottom Trousers

Five little duckies I once knew,
  (Hold up five fingers)
Short ones, tall ones, they were few,
  (Demonstrate with hands)
But the one little duckie
  (Hold up one finger)
with the feathers on his back,
  (Place hands on lower back to
   form tail feathers)
He ruled the others
  (Wave finger)
with a quack, quack, quack!
  (Put open hands together to
   form duck's bill)

Down by the river they would go,
Wiggle-Wobble, wiggle-wobble, to and fro
  (Put hands together as swimming and
   waddling ducks)
But the one little duckie with the
 feathers on his back,
  (Repeat action in 1st verse)
He ruled the others with a
 Quack, quack, quack!

TURTLES
(Action: Do as words say)

One little turtle feeling so blue;
Along came another.
  Now there are two.
Two little turtles on their way to tea;
Along came another.
  Now there are three.
Three little turtles going to the store;
Along came another.
  Now there are four.
Four little turtles going for a drive;
Along came another.
  Now there are five.

STUDENT HAND-OUT

ACTION SONGS AND FINGERPLAYS:

OPEN, SHUT THEM

Open, shut them; open, shut them;
Give a little clap.
Open, shut them, open, shut them;
Lay them in your lap.

Creep them, creep them slowly upward,
to your rosy cheecks,
Open wide you shiny eyes
And through your fingers peep.

Open, shut them; open, shut them;
To your shoulders fly.
Let them, like the little birdies,
Flutter to the sky.
Falling, falling, slowly falling,
Nearly to the ground,
Quickly raising all your fingers,
Twirling them around.
(May repeat first verse)
(NOTE: Any verse may be used alone)

ROLL YOUR HANDS

Tune: Row, row, row your boat
(Action: Do what words say)

Roll, roll, roll, your hands,
As slowly as can be;
Roll, roll, roll your hands;
Do it now with me.

Roll, roll, roll your hands;
Fast as fast can be;
Roll, roll, roll your hands;
Do it now with me.

2nd verse: Clap, ...
3rd verse: Shake, ...
4th verse: Stamp your feet, ...
Other verses children may suggest.

THE EENSY WEENSY SPIDER

The eensy, weensy spider
crawled up the water spout,
Down came the rain
and washed the spider out,
Up came the sun,
and dried up all the rain,
And the eensy, weensy spider
crawled up the spout again.

THE KITTY CAT AND THE BUNNY

Creeping, creeping, creeping,
Came the kitty cat,
But the bunny with his great
long ears,
Jumps --- like that!

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STUDENT HAND-OUT

DO-DO NOT, DON'T USE DON'T - SAY

Do

1. Speak in a calm, kind voice.
2. Speak directly to the child; do not call to him across the playground.
3. Speak in short and simple sentences.
4. Be positive.
5. Get down to the child's physical level if possible. That is, stoop or sit on a low chair so that he can see your face.
6. Answer the child's questions
7. Give child time to talk to other children.
8. Smile.

Do NOT

1. Make fun of the child.
2. Give a child a choice if he cannot have one.
3. Compare the child with another by saying, "See how clean Jim's hands are." (This might make him dislike both Jim and you.)
4. Be dishonest with the child. Do not say, "Jerry didn't mean to hurt you." (He may know that Jerry did mean to hurt him.) Instead, say, "Jerry didn't know how much it would hurt" or "Jerry didn't mean to hit you so hard."
5. Make a child feel guilty by saying something like, "Only bad boys do things like that." (Accept the child but not his bad actions.)
6. Make a child feel bad by saying, "You're a big boy now. You shouldn't act like a baby."

Don't Use Don't

1. "Ride your tricycle around the bench," instead of "Don't bump the bench."
2. "Throw your ball over here," instead of "Don't hit the window."
3. "Leave the heavy blocks on the ground," instead of "Don't put the heavy blocks on that high board."
4. "Give me the ball to hold while you're climbing," instead of "Don't climb with the ball in your hand."
5. "Take a bite of your dinner now," instead of "Don't play at the table."
6. "Take little bites and then it will all go in your mouth," instead of "Don't take such big bites and then you won't spill it."
7. "Pull the plug now and dry your hands," instead of "Don't spend any more time washing," or "Don't you want to pull the plug now?"

STUDENT HAND-OUT

Say

1. "Sit down when you slide," instead of "Don't stand up when you slide."
2. "Dig in the sand," instead of "Don't throw the sand."
3. "Sit in the swing," instead of "Don't stand in the swing."
4. "Use both hands when you climb," instead of "You'll fall if you don't watch out."
5. "Climb down the ladder," instead of "Don't jump off the box."
6. "Throw your stick over the fence," instead of "Don't play with the stick, you might hurt someone."
7. "Keep the puzzle on the table," instead of "Don't dump the puzzle pieces on the floor."

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ASSIGNMENT SHEET #1

WHO, WHAT, AND HOW

Answer the following statements as True or False:

_________ 1. Children in Child Care Centers have no parents.

_________ 2. An infant is totally dependent upon others.

_________ 3. Toddlers try to feed themselves.

_________ 4. Pre-schoolers are not toilet-trained.

_________ 5. Kindergartners are five-years-old.

_________ 6. School age children of working parents need a "substitute parent" after school.

_________ 7. Children like to be praised.

_________ 8. Children are curious.

_________ 9. Normal children never show emotions.

_________10. A child is helped physically when you allow time for rest.

_________11. A child grows socially when he shares ideas.

_________12. A child's emotional growth is helped when you ignore the good things he does.

_________13. Punishment means to hit a child.

_________14. To help a child be curious, give him all the answers.

_________15. A child grows intellectually when you take him on field trips.

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ASSIGNMENT SHEET #2

WHAT THEY'RE LIKE

For a fifteen minute period observe a child age one to five-years-old, that is not a member of your family, involved in some activity. Suggested places and things to observe:

1. A neighborhood child at play
2. A neighbor child eating
3. A child shopping with a parent
4. A child eating out with his family
5. A child at church or church school
6. Playing in the park
7. Attending a public event (Little League Ball)
8. A child at a nearby child care center

Record the following information:

Your name_________________________ Date___________Time_______________

Child's name (if known)____________________Sex_____Age (approx.)____

Circle one:
Would the child be called Infant Toddler/Two Preschooler Kindergartner

Describe the child using some of the adjectives in Unit VI, Section II, C, D, E:

Type of activity in which the child was involved and where this took place:

If a parent or adult was involved, what interaction occurred between the child and adult:

If other children were involved, how did they interact with one another:

ASSIGNMENT SHEET #2

What, and how many, emotions did your observed child express:

If the child was corrected or punished, what would you have done differently?

Was his activity helping hime develop physically, socially, emotionally, or mentally? Could it be more than one way.

With your classmates, perhaps you can discuss what all observed children had in common.

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ASSIGNMENT SHEET #3

HOW TO HELP THEM

Role play how to handle some discipline situations involving children two to six-years-old. Make up situations similar to those below. After each role play, discuss other effective way of handling the situation.

See the suggestions on Student Hand-out on How To Help Children by the way you talk to them.

Situation #1:

The children are having their mid-morning snack at the child care center. Johnny has been having a bad morning acting unusually unruly. He is leaning back in his chair which falls backwards and at the same time spills his juice on the table and floor. How would you handle the situation to get everything back to normal?

Situation #2

While on the playground at the center, Suzy has had one of the tricycles for a long time. Jamie has been patiently waiting to ride and approaches Suzy grabbing the handlebars and upsetting her. It is true Suzy has had the tricycle long enough and Jamie has not mastered the art of asking for it. How would you solve the problem?

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ASSIGNMENT SHEET

Record an experience you had as a young child in a group. Recall someone who helped you feel comfortable and wanted, or perhaps someone who hurt you and made you feel unworthy. (If you choose the latter, do not use real names.) It may have been an experience in Bluebirds, Brownies, Cub Scouts, the "Y", Little League, school, or church school. Based on your experience, what qualities did the person have (or not have) that helped them be a good (or poor) leader of children? How has this helped you form ideas on how you would treat children?

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EVALUATION

1. Write a paragraph about who are the children in Child Care Centers.

2. Describe in three statements what the children in Child Care Centers are like.

   a.

   b.

   c.

3. List two ways to help a child develop physically.

   a.

   b.

4. List three ways to help a child develop emotionally.

   a.

   b.

   c.

5. List two ways to help a child to develop intellectually (mentally)

   a.

   b.

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ANSWERS TO EVALUATION

1. To the satisfaction of the teacher.

2. To the satisfaction of the teacher.

3. Any of those listed in III A of the information sheets.

4. Any of those listed in III C of the information sheets.

5. Any of those listed in III D of the information sheets.

CHILD CARE
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UNIT IV
FACILITIES IN CHILD CARE CENTERS

TERMINAL OBJECTIVE

After completing this unit, the student should be able to describe the equipment required for a child care center, list some of the safety requirements, and health standards for licensing a child care center.

SPECIFIC OBJECTIVES

The student should be able to:

1. Define the following terms - apparatus, hazards, health standards, safety regulations, and welfare of children.
2. Describe in his own words some of the equipment requirements for a child care center for toddler's to two's.
3. Describe in his own words some of the equipment requirements for a child care center for three to six year olds.
4. List two safety regulations required for licensing of a child care center.
5. List three required health standards for licensing of a child care center.

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UNIT IV
FACILITIES IN CHILD CARE SERVICES

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information sheets.

  C. Discuss objectives and information sheets.

  D. Provide students with assignment sheet.

  E. Provide students with activity sheets.

  F. Provide students with Evaluation, grade, and discuss.

II. Students:

  A. Read objective sheet.

  B. Study information sheets.

  C. Complete assignment sheet.

  D. Complete activity sheets.

  E. Complete Evaluation.

INSTRUCTIONAL MATERIALS

I. Included in this Unit:

  A. Objectives

  B. Information sheets

  C. Assignment sheet - Preparing our Room

  D. Activity sheet - Culminating Activity

  E. Evaluation sheet

  F. Answers to Evaluation

INSTRUCTIONAL MATERIALS

II. Additional Suggested Activities

A. Make a field trip to a Child Care Center and examine the equipment.

B. Have students make projects of a Special Child Care Service - Example: tray favors for Children's Hospital.

CHILD CARE
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FACILITIES IN CHILD CARE CENTERS

INFORMATION SHEET

I. Terms and Definitions

A. Alternating head-foot position - children lying on individual cots with one child's head at the top (head) of his cot, the next child's head at the bottom (foot) of his cot; prevents breathing in one another's face.

B. Apparatus - equipment used for a particular purpose.

C. Atmosphere - the feeling or influence of a place.

D. City regulations - controls as set up by a city government for protection of it's people.

E. County regulations - controls established by a county government for protection of its people.

F. Hazards - risk or danger of injury.

G. Health standards - requirements to keep children well and clean.

H. Safety regulations - things done to keep children from harm or hurt.

I. State regulations - controls as established by the state government to protect its people.

J. Uncluttered - to be free of litter and disorder.

K. Ventilation - free circulation of air.

L. Welfare (of children) - keeping children comfortable, free of pain.

II. The building used for a child care center must meet the City, County, and State regulations and requirements.

A. Space required in Oklahoma

1. A minimum indoor space of 35 square feet per child.

2. A minimum of 75 square feet per child of outdoor space is required for each child.

INFORMATION SHEET

III. Equipment requirements

A. Size and type that is appropriate to child's physical needs.

1. Tables and chairs must be provided at:

   a. meal-time
   b. table-play activity

2. An individual cot or bed for each child.

3. Space to keep each child's clothing separate from others.

4. Low shelves easily accessible to children for play materials.

5. Bathroom facilities suitable and easily available to children.

   a. At least one toilet for every 10 children.
   b. At least one wash bowl for every 10 children.
   c. Clean, individual wash cloths, towels, and drinking cups shall be provided.

B. Sufficient play equipment must be provided.

1. Sturdy, safe play materials are "tools" to help children:

   a. grow
   b. develop
   c. learn

2. For infants, toys should:

   a. Be sturdy so they will not splinter or break.

   b. Be large enough so he can't swallow it.

   c. Have no sharp points or rough edges.

   d. Have no parts that come loose to be swallowed.

   e. Be painted with safe paint.

3. Recommended equipment for minimum standards from Toddler's and Two's, some from each group must be provided.

   a. for building large muscles

      1. steps for climbing and crawling through apparatus.

      2. small low gym and slide

      3. large balls, bean bags, and hollow block

INFORMATION SHEET

4. small tricycles, wagons, and trucks big enough to be straddled.

b. for pretending

1. large hollow blocks

2. washable, unbreakable dolls

3. cuddly toy animals

4. housekeeping materials: tables, chairs, dishes, pans, etc.

5. telephone

6. dress up clothes

7. transportation toys

c. for creating and expressing feelings

1. large hollow blocks

2. unbreakable dolls, cuddly animals

3. clay, play dough

4. sand, sand toys

5. tempera paints, paper, brushes

6. large crayons and paper

7. finger paint

8. pounding toys

9. water play equipment: dishpans, sponges, floating toys, containers for pouring and filling.

10. record player with carefully chosen records

11. music box

12. drums, bells

d. for stretching the mind

1. take-apart

2. nested blocks

3. color cones

INFORMATION SHEET

4. peg boards with large pegs

5. large wooden beads

6. easy wooden inlay puzzles with 1,2,3,or 4 pieces

7. simple picture storybooks

4. Recommendations for minimum equipment for the Three to Six Year Olds.

a. Some equipment must be provided for:

1. building large muscles

2. pretending

3. creating and expressing feelings

4. stretching the mind

b. Equipment may be arranged in "centers" called either:

1. Learning centers

2. Interest centers

c. Indoor Learning or Interest centers might include:

1. block and floor toys

a. large hollow blocks

b. solide blocks

c. transportation toys

d. wooden or rubber figures of:

1. animals
2. community workers
3. family members

e. steering wheel set in block

f. stick horses

2. Housekeeping center with child-sized equipment

a. dolls with clothes

b. bed

c. stove

INFORMATION SHEET

    d. cupboards and sink
    e. table and chairs
    f. iron and ironing board
    g. doll carriages
    h. empty food cartons
    i. telephone

3. Dress-up center
    a. variety of dress-up clothes
    b. both for men and women
    c. hats of community workers
    d. doctor-nurse kits
4. Art and craft center
    a. tempera paints, paper, brushes
    b. large crayons, paper
    c. large colored chalk
    d. finger paint
    e. colored construction paper
    f. scissors (blunt)
    g. paste
    h. collage materials: paper and fabric scraps, ribbons, straws, toothpicks, pipe cleaners, stapler, etc.
5. Woodworking shop center
    a. low workbench
    b. small real tools
        1. hammers, saw
        2. assorted nails
        3. soft wood of varied size and shape
        4. vises

INFORMATION SHEET

6. Water play (arranged on tables)
    - a. dishpans or plastic pools
    - b. measuring containers, funnels
    - c. bubble pipes
    - d. strainers, egg beaters
    - e. boats and other floating toys
7. Music center
    - a. record player and variety of records
    - b. musical instruments: drums, tambourines, bells, triangles, clogs, tone blocks, cymbals, etc.
    - c. scarves for music
8. Table game center
    - a. wooden puzzles
    - b. matching picture games
    - c. put-together toys:
        1. bolt-it sets
        2. tinker toys
        3. lego blocks
        4. hammer-nail sets
        5. parquetry blocks
9. Book or library center
    - a. books
    - b. pictures
    - c. film
    - d. filmstrips
    - e. tape recorder
    - f. listening center

INFORMATION SHEET

10. Science center
    a. magnets
    b. magnifying glasses
    c. thermometer
    d. scales
    e. simple cooking equipment such as measuring cups, spoons, egg beater
    f. pulley and gears
    g. small cages for insects
    h. large cages for pets
    i. growing plants, bulbs, seeds
    j. any nature materials
    k. aquarium, terrarium
11. Mathematics center
    a. blocks or sticks for counting
    b. counting frame
    c. Numberite
    d. measuring cups and spoons
    e. rulers, tape measures
    f. geometric shapes
    g. calendar, clock
    h. number and shape games

d. Outdoor center (some may be used inside if space is available)
    1. tricycles, wagons, wheelbarrows
    2. climbing towers, jungle gyms
    3. packing boxes
    4. saw horses with cleated boards and ladders of various lengths

INFORMATION SHEET

5. horizontal ladder
6. crawl-through apparatus
7. large balls, bean bags
8. jump ropes
9. rubber tires, tire pump
10. lengths of garden hose
11. sand box and appropriate toys
12. water play facilities on tables

e. Other suggested centers (not part of recommended equipment but nice to have)

1. Office center
    a. real telephone
    b. desk lamp
    c. pad of paper and pencil
    d. old typewriter
2. Beauty shop
    a. old hair dryer
    b. mirror
    c. curlers and comb
    d. empty make-up containers
3. Barber shop
    a. mirror, chair
    b. barber's drape
    c. shaving materials (no real blades)
    d. comb (no scissors)
4. Grocery store
    a. cash register
    b. empty grocery cartons and cans

INFORMATION SHEET

- c. paper bags
- d. pad and pencil

5. Restaurant (convert housekeeping center)
   - a. table and chairs
   - b. waiter and waitress aprons, uniforms
   - c. pads, pencils, menus
   - d. dishes, silver, napkins
   - e. cash register

IV. Licensing regulations

- A. No child care facility or family day care home may be operated unless licensed by the Department of Institutions, Social and Rehabilitative Services of the State of Oklahoma.
- B. The license:
  - 1. is issued for a specific number of children in a facility for space available.
  - 2. is re-issued annually upon application.
  - 3. must be prominently displayed.

V. Safety regulations required for licensing

- A. A center shall be located in an area that offers minimum hazards to the health, safety, and welfare of the child.
- B. A center shall comply with the Construction and Fire Safety Standards for Day Care Centers.
- C. Each center shall become safety conscious.
  - 1. Fire extinguishers easily accessible
  - 2. Heating facilities safe
    - a. guards around floor furnaces and radiators
    - b. no open-face heaters allowed

INFORMATION SHEET

3. There shall be a telephone with posted emergency numbers
    a. fire department
    b. police department
    c. ambulance service
    d. name and address of a physician and/or a clinic
4. Dangerous substances or instruments shall be stored inaccessible to children.
    a. medicines
    b. cleaning supplies
    c. poisons
    d. firearms
    e. sharp pointed scissors
5. Playground shall be free of any hazards
    a. must be fenced
    b. equipment in good repair
6 Facilities arranged so infants and children can be watched constantly.
    a. for safety
    b. for happy and pleasant atmosphere

VI. Required health standards for licensing
    A. Adequate lighting, heating, and ventilation
    B. Must be clean, sanitary, and uncluttered at all times
    C. Must have health record file
        1. for each child
        2. for each employee
    D. The kitchen shall be separate, away from children
        1. for health reasons
        2. for safety

INFORMATION SHEET

E. Separate cot for each child placed
    1. at least two feet apart
    2. alternating head-foot position

F. Toilet facilities as recommended under "Equipment", III, 5

G. Space available in which children who become ill in the day care center may be separately cared for.

CHILD CARE
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UNIT IV
FACILITIES IN CHILD CARE CENTERS

ASSIGNMENT SHEET #1

PREPARING OUR ROOM

Make a list of suggestions of how the room should be prepared if you were going to set up a Child Care Facility.

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FACILITIES IN CHILD CARE CENTERS

ACTIVITY SHEET

Plan a party, or a play day, for a group of pre-school friends ages three, four, and five. With a bit of imagination and work, turn your classroom into a party room, a nursery school, or perhaps a bit of both. Students divide into committees to plan and work. Decide how and whom to invite, what to do when they are there, and, of course, what to eat.

Some suggested committees and activities are listed below:

Committees:

- A. Invitation and name tags - make them pretty
- B. Room decorations - choose a theme
- C. Refreshments (and favors, if desired) - something plain, not messy. No nuts.
- D. Activities and entertainment - a committee for each (Each committee below will want to decorate their assigned area.)
  - 1. Create some Interest Centers
    - a. Artist's Corner - arts and crafts
      - 1. Make play dough
      - 2. Make a collage box, have scissors, paste, paper available
      - 3. Provide crayons, paper
    - b. Table games - make or bring puzzles from home
    - c. A Book Nook - select appropriate books at the library or bring from home
    - d. Housekeeping center - see teacher suggestions
    - e. Floor toys - bring some big trucks from home
  - 2. Make some simple games
    - a. Bean bag throw
      - 1. Make clever bean bags from scraps
      - 2. Cover or paint a cardboard carton
        - a. clown face
        - b. animal face
        - c. colorful circles
    - b. Ring toss

ACTIVITY SHEET

c. Big ball throw

d. Fish pond or grab bag
  1. Use small, good white elephant gifts that students bring - old jewelry, etc.
  2. May need to limit child to one time.

3. Entertainment

a. Puppet show suitable for children
  1. Make or bring puppets from home.
  2. Keep it simple, speak clearly.
  3. Plan your stage--tables truned on side.
  4. Keep it brief--about five minutes
  5. Use a spotlight--desk lamps can substitute.

b. Dramatize or pantomine an appropriate story.
  1. Nothing frightening--witches, animals that eat children are not appropriate for pre-schoolers.
  2. Make your costumes, or hats.
  3. Spotlights make it easier to watch.

c. Storytelling
  1. Select a good storyteller
  2. Young children like stories that could happen to them.

d. Sing songs and do fingerplays
  1. Action songs are appropriate
  2. Sing slow enough so children can do actions
  3. Songs that repeat can be easily learned

4. Clean up

a. Keep things orderly as the hour proceeds

b. Another class and perhaps another party may follow--have it neat for them.

Have fun!

CHILD CARE
A LOOK - A JOB - A FUTURE
UNIT IV
FACILITIES IN CHILD CARE CENTERS

EVALUATION

1. Define the following terms
   a. apparatus -
   b. hazards -
   c. health standards -
   d. safety regulations -
   e. welfare of children -
2. Describe in your own words some of the equipment requirements for a child care center for toddler's to two's.

3. Describe in your own words some of the equipment requirements for a child care center for three to six year olds.

4. List two safety regulations required for licensing of a child care center.
   a.
   b.
5. List three required health standards for licensing of a child care center.
   a.
   b.
   c.

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ANSWERS TO EVALUATION

1. a. apparatus - equipment used for a particular purpose.
   b. hazards - risk or danger of injury.
   c. health standards - requirements to keep children well and clean.
   d. safety regulations - things done to keep children from harm or hurt.
   e. welfare of children - keeping children comfortable, free of pain.
2. To the satisfaction of the teacher.
3. To the satisfaction of the teacher.
4. Any of the ones under V in the information sheets
5. Any of the ones under VI in the information sheets.